ERIC Document Resume | See Instruction Sheet | DATE OF RESUME 6/14/65 | DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED000006
2. ORIGINATOR CONTROL NO(S). 7344
3. IDENTIFICATION NO. N.A.

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

4. AUTHOR(S): N.A.
5. TITLE OF DOCUMENT ABSTRACTED: Report of the Self-Study of Dominican College, Racine, Wisconsin
6. PUBLICATION TITLE: N.A.
7. EDITOR(S): N.A.
8. PLACE OF ORIGIN
ORG. Dominican College
ST. CITY, STATE Racine, Wis.
TELE. EXT.
INST/LOC CODE
9. PUBLISHER OR SOURCE Dominican College

10. VOL.	11. PAGES	12. MO./YR	13. TOTAL PP.
N.A.	N.A.	61	155

B. INDEXING DATA

14. SUBJECT AREA
15. TYPE OF ENDEAVOR self-study

16. INDEXING TERMS (6-12)		curriculum	bldgs. & equip.	prof. edu.
objectives	retention	administration	finances	busi. admin.
students	evaluation	teachers	school-community relations	
admissions	graduates	libraries	planning	teacher edu.

17. ABSTRACT (MAX. 250 WORDS)

A self-survey, dealing with college objectives, student clientele, admission and retention of students, and evaluations of graduates, curriculum, administration, faculty and instruction, library, personnel services, physical plant, finances, and college-community public relations. Includes projections of future planning for the college.

ERIC No. | 18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION
20. DIVISION OR DEPT.
21. CONTRACT NO.
PROJECT NO.
22. TOTAL COST OF PROJECT
23. DURATION OR PROJECT

U.S. Department of Health,
Education, and Welfare
Office of Education

Report of the Self-Study

of

Dominican College, Racine, Wisconsin

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

The Faculty of Dominican College
June 21, 1961

TABLE OF CONTENTS

Page

LIST OF TABLES AND ITEMS IN APPENDIX iv

I. INTRODUCTION 1

II. OBJECTIVES 2
  A. Catalog statement 2
  B. Expansion of statement 2
    1. Kind of education offered 3
    2. Content of curriculum 4
    3. Services to the community 7

III. CLIENTELE 9
  A. Development of the college in Racine 10
  B. Present students 11
    1. Background 12
      a. Geographical 12
      b. Religious 13
      c. Socio-economic 13
      d. Educational 14
    2. Admission and retention of students 16
    3. Scholastic ability, progress of students 18
  C. Alumni 20
    1. Positions held by graduates of 1960 20
    2. Alumni questionnaire, 1958 20
    3. Employer evaluation of graduates 22
    4. Summary 22
  D. Future students 22
    1. Initial contacts 23
    2. Field counseling 24
    3. Publicity 24
  E. Special services of the college to the community . . . 24
    1. Evening classes 25
    2. Summer sessions 26
    3. Speech therapy 26

Page

IV. CURRICULUM 28
- A. General education 30
- B. Program of concentration 32
- C. Majors and minors 33
- D. Departments: liberal education 34
  - 1. Theology, Philosophy, and Psychology 34
  - 2. English 35
  - 3. Foreign Languages 35
  - 4. Art 35
  - 5. History and Social Science 36
  - 6. Natural Science 36
  - 7. Mathematics 37
  - 8. Music 37
- E. Departments: professional preparation 37
  - 1. Education 37
    - a. Elementary education 38
    - b. Secondary education 40
  - 2. Business Administration 42

V. RESOURCES 45
- A. Administration 46
- B. Faculty and instruction 51
- C. Library 67
- D. Personnel services 81
- E. Physical plant 94
- F. Administration of finances 99
- G. College-community public relations 106

VI. INSTITUTIONAL STUDIES 112

VII. PROJECTIONS 120

APPENDIX 125

LIST OF TABLES

Table		Page
I.	Growth in Enrollment, 1955-1960	11
II.	Indices of Student Ability	18
III.	Evaluation of Dominican College Graduates by School Principals	22
IV.	Sophomore and Senior Scores in Graduate Record Examinations	43
V.	Distribution of Grades, 1953-1960	65
VI.	Circulation Statistics -- Three-Week Books	74
VII.	Circulation Statistics -- Overnight and Longer	74
VIII.	Newspaper Publicity, 1952-1958	107
Figure:	Administration Chart of Dominican College	47

ITEMS IN APPENDIX

Socio-Economic Graph	126
Student Employment Questionnaire	128
Why Alumni Chose Dominican College	129
Degree Dominican College Helped Alumni	130
Status of Alumni in 1958	131
Influence of Courses as Reported by Alumni	132
Faculty Competence: Graduate Study and Degrees	133
Memberships	136
Publications by Dominican College Faculty	138
Program Participation of Faculty Members	142
Faculty Self-Survey: Questionnaire	147
Student Rating of Faculty: Questionnaire	149
Suggested Criteria for Grades	150
Distribution of Grades	151
Subject Areas in Which Library Books Circulated	152
Book Allocations by Departments	153
Student Questionnaire on Library Habits	154
Use of Student Stations in Classrooms, Laboratories, etc.	155

INTRODUCTION

The faculty of Dominican College and, to a limited degree, the students, have been engaged since 1954 in evaluating the objectives of the college, in building and revising the curriculum, and in developing the resources of the college. This work has been done through committees of the faculty, by individual effort and investigation, and by cooperative undertakings of faculty and students. Outside consultants have given aid and encouragement. The development of resources has been made possible by the support of the Sisters of St. Dominic and with the help of the citizens of Racine. The present report is an objective analysis of the work that has been accomplished up to now. Also included in the report are plans and projections which the self-study has indicated as desirable and which seem possible of achievement.

OBJECTIVES

Dominican College is a four-year Catholic institution of higher learning under the direction of the Sisters of St. Dominic of Racine. It offers a liberal education to men and women who are able to meet its standards. It seeks to cooperate with Divine Grace in forming the true and perfect Christian in the students it enrolls.

Dominican College has a small number of specific objectives which it hopes to achieve, realistic goals that seem possible of attainment under present conditions. As stated in the 1961 - 1962 catalog these are:

I. To offer an education which is

1. Catholic: teaching theology
   providing a Catholic environment

2. Liberal: offering opportunity for development of the liberal arts as tools of communication

   offering courses in the principal fields of knowledge

   offering concentration in specified fields

3. Integrated by theology and philosophy

II. To offer an education which is

1. Professional preparation for teaching in elementary and secondary schools, and for business administration

2. Pre-professional preparation for medicine, medical technology, dentistry, engineering, law, and nursing

3. Preparation for graduate study in these and other fields

III. To offer services to the community such as

1. Evening classes
2. Cultural programs
3. Speech therapy
4. Library facilities

TO OFFER AN EDUCATION WHICH IS CATHOLIC

Teaching theology:

The college is committed first of all to the purpose of giving an education which regards the study of revealed truth as an integral part of its program. Courses in theology are open to all students but are required only of Catholic students, since the doctrine taught is that which is accepted *in toto* in the Catholic Church and only partially elsewhere. For the non-Catholic student a course in ethics is substituted for the course in moral theology since the college holds that the principles of good moral conduct are important to all students and that many of them can be arrived at through the exercise of reason.

Providing a Catholic environment:

Beyond the teaching of theology, the college offers an environment which is Catholic by reason of a program of Catholic activities: weekly Mass, opportunity for receiving the sacraments of Penance and Holy Eucharist, days of recollection, and participation in the programs set up by the National Federation of Catholic College Students. Consultation and direction are available from the chaplain and other members of the faculty, most of whom are Dominicans. The presence of characteristic Catholic images, especially the crucifix, bespeak the Catholic orientation of the college, and the principal feasts of the Church are noted in the college calendar.

TO OFFER AN EDUCATION WHICH IS LIBERAL

Offering an opportunity for development of the liberal arts as tools of communication:

The second commitment of the college is to a liberal education for all of its students. As the college defines them, the liberal arts include both the tools which a student needs in order to get a complete education and the subjects which are commonly called the humanities. The tool subjects, mathematics and logic, including demonstrative and dialectic logic, rhetoric and grammar, are considered properly begun in the elementary grades and high school. These need to be developed, however, and Dominican considers it part of its objective to offer the opportunity for such development.

Offering courses in the principal fields of knowledge:

To assure to all students the advantages of a liberal education, certain basic courses are made a requirement for all. In the principal fields of knowledge, the curriculum contains those studies having to do with the material environment, with man and society, the humanities as represented by literature and the fine arts, philosophy as natural wisdom, and theology as revealed wisdom.

In the general education of the student during his first two years there are required courses representative of the principal fields of knowledge: for natural science, biology; for social science, a course in the history of western civilization, which is considered basic to an understanding of man in society; for the humanities, a course in literature; and for the wisdoms, philosophy and theology.

Besides this required program, courses in general education are incorporated in the requirements of several departments. Principal among these are courses in foreign languages and literature, courses in natural science, and a course in art appreciation.

Offering concentration in specified fields:

Dominican College offers a field of concentration in five areas: art, business administration, English, history, and mathematics. In his chosen field, the student has the opportunity of participating in a third-year reading program under the direction of a faculty member, and of becoming a member of a seminar in the senior year. The seminar culminates in an extended paper, generally called a thesis. The advantages of this program for a liberal education will be treated at some length in the description of the curriculum.

TO OFFER AN EDUCATION WHICH IS INTEGRATED BY THEOLOGY AND PHILOSOPHY

Philosophy:

The third commitment of the college is to a program of education which is integrated by philosophy and theology. Philosophy is considered as providing the principles by which the curriculum is set in order. Thus, the curriculum was analyzed to determine whether the content and the sequence were fitting for the kind of education the college wants to achieve.

An instance of the results of this planning is in the sequence beginning with the freshman course in the philosophy of nature. Without the necessity for any specialized knowledge about natural phenomena, the student is introduced to basic concepts about matter, change, and motion. This leads to deeper insights and a more questioning approach to a course in empirical science, human biology, and this course in turn paves the way for a better understanding of the sophomore course in rational psychology.

Although a perfect curriculum has not been achieved, and the desirable order has in some instances had to give way before practical considerations of time and available resources, still the setting up of an ideal and recurring reference to it have proved valuable in preventing fragmentation. The faculty as a whole is satisfied with the shape the curriculum is taking and with the rationale based on the principles of philosophy.

It is recognized that integration, finally, has to take place in the student himself. Given a faculty who understand the curriculum, and what each course ought to contribute to the development of the maturing student, the groundwork is laid for a like understanding on the part of the learner. This is not left to chance: relationships are constantly pointed out between concepts presented in the various courses, particularly with reference to material with which the student is assumed to be familiar at a given level of academic progress at Dominican College. That the student actually does learn to see the parts as fitting into the whole has frequently been remarked by faculty members, particularly those who have contacts with the upperclassmen.

Theology:

Dominican College is a Catholic college; in the hierarchy of studies, therefore, theology is not only first, but it is the culmination toward which all other studies converge. This means that in every field there is a reason for excellent teaching beyond the immediate end of complete understanding of the content of the field: by way of illustration and example, all studies contribute to a practical understanding of the truths of faith which are presented in theology. This does not suggest that theology usurps the legitimate autonomy of any field or course. The student is encouraged to see a harmonious relationship between the truths of revelation, or faith, and those arrived at by the use of natural reason and taught in the various disciplines. In other words, the study of theology is conceived as broadening rather than narrowing the field of vision for the individual. At Dominican College, the student can acquire an understanding of the contribution to human knowledge proper to each of the arts and sciences, while employing as his frame of reference the concept of man and God which is provided by theology.

TO OFFER AN EDUCATION WHICH IS A PROFESSIONAL PREPARATION FOR TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS AND FOR BUSINESS ADMINISTRATION

By offering professional preparation in the fields of elementary and secondary education, Dominican College recognizes the local need for qualified and liberally educated teachers to staff both the parochial and the public school systems. Similarly, the need of local commerce and industry for college-educated recruits was considered in setting up the Department of Business Administration.

The faculty holds that preparation for teaching and business administration can be given in a college of liberal arts with distinct advantage to both of these professional fields. Not only does the general education contribute to the growth of the individual as a person, but it makes the professional preparation far more liberal in approach and content. The opportunity of achieving a professional goal through special preparation also helps motivate learning in a liberal arts college.

TO OFFER AN EDUCATION WHICH IS A PRE-PROFESSIONAL PREPARATION FOR MEDICINE, MEDICAL TECHNOLOGY, DENTISTRY, ENGINEERING, LAW, AND NURSING

The pre-professional preparation for medicine, medical technology, dentistry, engineering, law, and nursing stresses the general education of the student, especially his grounding in the wisdoms (philosophy and theology), which the college considers important. The Dominican College program for the first two years makes provision for course offerings which will be accepted on a transfer basis at nearby professional schools, insofar as this is feasible.

TO OFFER AN EDUCATION WHICH IS A PREPARATION FOR GRADUATE STUDY IN THESE AND OTHER FIELDS

To prepare students for graduate studies is not a separate aim, but it is specified because the college is concerned that its students have the kind of undergraduate preparation that will admit them to graduate school.

TO OFFER SERVICES TO THE COMMUNITY

Dominican College is aware that the surrounding communities, especially Racine, Kenosha, South Milwaukee, Cudahy, and Oak Creek, have needs that can be supplied by the college and that these communities are and will continue to be actively interested in the college.

By having evening classes, the college is able to help teachers who have begun work in county colleges. In Wisconsin, teachers must have completed four years of college within seven years of temporary certification in order to become permanently certified.

Evening classes are open, also, to other people of the surrounding communities who cannot give full time to a college program.

The special cultural programs of the college are at present minimal; but the public has been invited to several lectures and recitals, and it is hoped that with added resources the school can become a true cultural center in the community.

The Speech and Hearing Habilitation Center has become one of the special ties of the college to the community, fulfilling a real need. It has a reason for existence in a college which prepares students for teaching: courses and practice work in corrective speech can be offered. The speech therapy department accepts referrals from several local agencies.

Dominican College has extended the use of its library to any interested persons as a service to the community. The library can make a unique contribution to the Racine community in providing books and periodicals in the field of education and areas of Catholic interest. Ordinarily the privilege of withdrawing the books is restricted to students, faculty, and alumni. It is probable that as Dominican College becomes better known, there will be a greater utilization of the library's holdings by those outside of the regular campus clientele.

CLIENTELE

Strictly speaking, the clientele of the college is the student body. By extension the alumni and prospective students may be included. In a larger sense, clientele includes also the community or communities which the college serves, first, by educating men and women to fill significant roles in the professional, business, and social life of their respective communities; second, by direct services to members of the community who are not regular students of the college; third, by less tangible but widely-recognized advantages accruing to a locality which can call itself the home of a college or university. As witness of this last service of Dominican College to its local community, following upon years of quiet, gradual development within the city of Racine, there exists today a growing sense of college-community relationship.

After a brief account of the history of Dominican College in Racine, this section will consider the various parts of the clientele of the college: first and most important, the students, present, graduated, and prospective; then Racine and surrounding localities, especially as recipients of specific services offered by Dominican College.

Dominican College is located in the industrial community of Racine between Milwaukee and Chicago. The city has a population of about 88,000 people of whom about one-third are Catholic, one-third Lutheran, and one-third varied in religious affiliation or of no religious affiliation at all. The average annual wage of industrial workers in the community was $4,809.12 in 1961, but the expendable income per household was $7,031.00, which suggests both that there are a significant number of incomes above $4,809.12 and that there is more than one wage-earner in many families. Culturally the city of Racine seems to have made itself dependent upon neighboring big cities. The typical reply to questions regarding the attraction of cultural activities to the city is that too few people would support them; those who wish can easily go to Milwaukee and Chicago and get better programs there.

Educationally, Racine has good elementary and secondary schools and a two-year extension of the University of Wisconsin.

Dominican College originated in the needs of a community within the city of Racine, rather than in the needs of the community at large. The Sisters of St. Dominic, whose Motherhouse is located in the city, realized the importance of carrying to at least the bachelor's level the education of the young Sisters who were preparing to teach in the Catholic elementary and secondary schools of the surrounding regions. Since these young Sisters are engaged in a program of religious as well as educational preparation, it was realized that both could be done better in a college located near the Motherhouse and staffed as far as possible by members of the same Religious Order.

A college for about one hundred Sister students, however, would have been neither efficient nor economical. From the beginning, women students in the vicinity were invited, but no active recruitment program in the city was undertaken. Emphasis was placed upon recruitment from high schools in which the Sisters were teaching, both in and outside of Racine. Scholarships were offered for tuition, and board and room were provided at the lowest possible expense to the student. This had the effect of drawing some good students, but the number was small, and economically it was of little help.

After World War II the college allowed men students to enroll for two years. The facilities were not adequate to continue this program, but it did open the question as to whether Racine needed a coeducational college and whether it could be provided by the Dominican Sisters.

Studies made in the community and in the college suggested that the college could better serve the community of Racine by enlarging the curriculum, then limited to teacher preparation, to include business administration and pre-professional preparation in other fields, and by adding men teachers to the faculty. It could also take care of the needs of the Sister students more adequately by providing better facilities, by offering a greater challenge, and by making a wider selection of courses possible.

THE STUDENTS

The steady, if slow, growth in enrollment, with the proportion of men students tending to increase, is an indication that the decision to expand was well conceived. The following table shows the growth.

TABLE I

GROWTH IN ENROLLMENT, 1955-1960

Year	Total	Relation to Total Women	Relation to Total Men
1955	117	87%	13%
1956	142	76%	24%
1957	152	71%	29%
1958	167	70%	30%
1959	190	63%	37%
1960	209	43%	57%

Since the college can achieve its objectives only in its students, it is important that the college be aware of the students it serves, their needs, their interests, their abilities, and their limitations. A small college is in a position to know these facts (and to be aware of them) more readily than a large institution. This can be either a help or a hindrance. Studies made at Dominican College show that there are occasions when students are appreciative of faculty understanding about these matters, but there are also occasions when students would prefer that greater objectivity prevailed. In general, nevertheless, the school must know the nature of its clientele if it would operate effectively.

Concerning the students who come to Dominican, three important questions may be asked: What kind of students has the college admitted? How do they progress? What happens to them after they leave school?

The geographical distribution of students in 1960-1961 indicates that by far the greater number of students come from Racine. This is, of course, to be expected, since the college has at present residence accommodations for only eight women students. In 1961-1962 there will be accommodations for about 30 women students. To supplement residence housing, Dominican College looks for and supervises living accommodations with families in Racine. Following is a list of the geographic distribution of students at Dominican College in 1960.

Racine, Wisconsin	165
Kenosha, Wisconsin	21
Milwaukee, Wisconsin	4
Madison, Wisconsin	2
Benet Lake, Wisconsin	2
Little Chute, Wisconsin	1
Oconomowoc, Wisconsin	1
Watertown, Wisconsin	1
Wisconsin Rapids, Wisconsin	1
Hillgrove, Illinois	1
Waukegan, Illinois	2
Schererville, Indiana	1
Lansing, Michigan	1
Warren, Michigan	1
Levittown, New York	1
Washington, D. C.	1
Thibodeaux, Louisiana	1
Trinidad, West Indies	1
Jerusalem, Jordan	1

In religious affiliation the full-time students have been between 95% and 97% Catholic.

As applicants usually understand, Dominican College is in a position to give courses in Catholic theology, but not in the tenets of Protestant or Jewish beliefs as such. For this reason Dominican describes itself as having more to offer to the Catholic than to the non-Catholic student. The non-Catholic student, however, is welcome to enroll in the theology classes, and some few have done so. In a questionnaire the non-Catholic alumni, asked for suggestions on courses in religion that might be offered, suggested 1) a course in comparative religion and 2) a "practical" course in philosophy. In 1959 a two-semester course in moral philosophy was introduced. The first semester, individual ethics, is especially for non-Catholic students, since Catholic students take the theological counterpart of this course in moral theology. The second semester, social ethics, is for both Catholic and non-Catholic students.

The socio-economic status of students at Dominican College was made the subject of an inventory in 1959; some significant facts were established. The median annual income of families from which Dominican College students come is between $5,000 and $7,000. That students from these families might not have been able to attend college away from home was indicated by the fact that 55% of the students gave nearness to home as the first reason for their choice of Dominican College. Low tuition is sometimes mentioned, but this must be interpreted in relation to the kind of education that students are seeking. If they are choosing between Dominican College and a state college or university the tuition would be considerably lower at the state institution than at Dominican College. What the students are really saying is that they are looking for an education in a private school--for most of them this means a Catholic school--and that the tuition at Dominican College compares favorably with any Catholic college in Wisconsin and is lower than at any other Catholic coeducational college in Wisconsin or the nearby area.

Another factor in the economic status of students at Dominican College is that many are working to help pay for their education. A survey made in 1960 showed that 75 out of 142 full-time lay students were working from one to 35 hours weekly. Of these, 11 are married men with family obligations. The median number of hours among these students was from 20 to 29 hours per week. Although this situation is not uncommon among college students, it needs to be taken into consideration in advising on the number of credit hours a student should take. Dominican College sets no minimum, but considers 17 credit hours per week a maximum unless a student gets and maintains an average of B. For students who are working a considerable number of hours a class load of 12 - 14 hours is advised.

In the area of education the socio-economic study showed that 16% of the students' fathers and 12% of the students' mothers had completed one to four years of college. For all parents the median level of education was from nine to eleven grades. This does not mean that parents are uninterested in college education, but it does tend to make parents and consequently students more aware of the vocational value of a college education than of the value of education as a means of self-perfection. Also, these parents tend to consider education for women far less important than education for men. Consequently many women students labor under the handicap of having to prove to skeptical parents that an education for them is worth the time and money. It is very doubtful if this kind of student could continue her education if the cost were much higher than it is at Dominican College.

The area of the socio-economic survey that dealt with participation of parents in political and social affairs showed that students' parents seldom assumed leadership in these affairs, although a few more than half the parents were interested members of parish or civic organizations. Perhaps this is related closely to education and economic status. The students themselves frequently indicate on their admission requests that they want to become able to assume positions of leadership. In co-curricular affairs, candidates for leadership positions are seldom lacking, but once the position has been secured there is often no real exercise of leadership. At first sight, this may not seem very closely related to family background, but it does seem that a more positive attitude of parents toward political and social responsibilities would be reflected in the students. The college faculty has expressed concern over the lack of interest and responsibility of students in school and community affairs. One idea that has been submitted is to encourage the students to assume leadership in parish and civic affairs away from the college. The thinking is that this will have a more permanent effect upon the student's life than participation in the passing affairs of the campus. This, however, would take away from the *esprit de corps* of the campus. More will be said about co-curricular activities in the discussion of personnel services.

The present admissions policy is the result of about five years of study on the retention and progress of students of varying ability and preparation. During that time drop-outs and the reasons for them were carefully analyzed. An attrition study made of the Dominican College population from 1954 to 1959 showed the following facts about students who dropped:

31%	found work in college too difficult
10%	transferred to other colleges because Dominican College did not offer desired courses
20%	transferred for other reasons
19%	lacked interest in further schooling
7%	lacked money
6%	married
5%	were asked to withdraw

The significant figure for admissions policy was the 31% who found college work too difficult. Until 1959, graduation from an accredited high school and rank in the upper three-fourths of the graduating class were the qualitative criteria. Beginning with the fall of 1959 the college decided that students must be in the upper half of their graduating class or have an over-all average of 80 in academic subjects; they must have a minimum I.Q. of 104; and they must present an acceptable score on the aptitude test of the CEEB.

From the freshman class of 1959 only three students out of 63 showed inability to do college work. One was dropped for academic reasons, but another who discontinued in order to marry and one who left for financial reasons would probably have been dropped for lack of scholastic ability by the end of the sophomore year, if not sooner.

From an analysis of the 1954-1959 drop-out statistics the following question was also answered: Who are the students that Dominican College attracts and holds fairly well? The majority answer the following description:

Students with average or low income

Students of average ability

Students interested in college for an education rather than for prestige or the glamor of college life

Students interested in teaching or business administration

Students from the geographic area of Racine

Students who are Catholic.

Each of these points is the basis for some analysis of the offerings of the college or of its strengths and weaknesses. Since the last two have already been surveyed, the first four will be examined. The fact that the low-income group gravitate toward Dominican College is, no doubt, the result of the low tuition policy. The tuition is being held to as low a figure as seems realistic because it seems important to make education possible for able students who are not wealthy. Besides, campus housing and extra-curricular activities, which more affluent students usually desire, are at a minimum. It is possible for the college to operate at a relatively low tuition rate only because the school has at present a large core faculty of Sisters whose services are contributed and because the city of Racine has been actively engaged in helping the college build up suitable physical facilities.

The fact that students are of average ability needs to be taken into consideration especially in curriculum building and instruction. In the curriculum the effort to give an ideally perfect education is limited by student ability. Still, the faculty of Dominican College is aware that students of average ability at college level have far more potential than they utilize. For this reason the curriculum does include some difficult requirements in mathematics, in philosophy, in theology, and in courses in directed reading and seminar. Similarly, a Bachelor of Arts program has been set up for students in business administration and in art. In both cases it is the opinion of the faculty that by a little "stretching," the student can have the additional benefit of a broad academic background in his education.

In elementary education the less demanding major sequence has been set up. Plans are at present under way to make it possible for able students to get a B. A. degree in elementary education. For the slower student the recurring resolution is that teaching is an art. If a student has the characteristics of a skillful and resourceful teacher but would be held back by being required to take a B. A. program, he may find it to his advantage to earn a B. Ed. degree and use subsequent educational opportunities for enrichment. For the Sisters who are in this program some definite plans for future supplementary courses have been made.

In instructional procedures less consideration for varying abilities is demanded by the fact that student ability is average. Even in an average group, however, there are some who tend to each extreme and these seem to require more concern than is evident at present. One adjustment that is readily made is the raising or lowering of credit hours. A low student-faculty ratio provides opportunity for individual out-of-class discussion with the instructors. This can work to the advantage of the student of above-average as well as the student of below-average ability. For the exceptionally gifted student some privileges beyond additional credits are given. Among them is the privilege of absenting himself from class for participation in educational events outside the school or for independent work in the library. This area has been indicated as one for continuing faculty study.

A third fact about the student whom the college admits and retains is that he is one who is interested in an education rather than in the prestige and glamor of college life. As more students go to college this trend seems to be increasing. In statements made to the public and to the applicant, the college promises a good education, but it says frankly that it has no athletic team, it is limited in co-curricular offerings, and any prestige the school has or will get is what comes from students who have received a good education and have made a worthwhile contribution in life.

The vocational interests of the students are very realistic. In a statement of purpose on the application blank, students usually indicate some vague ideas about self-improvement, but then make very specific statements about vocational interests.

In order of frequency their choice is: teaching on the elementary and secondary level; business administration; professional preparation other than teaching. That these are realistic statements is shown by the distribution of students by programs in 1960-1961. The largest group, 66%, have fields of concentration leading to a Bachelor of Arts degree. More than half of this group is planning on teaching in high school and about one-third of this group is preparing for business administration. The next largest group of the whole student body is in elementary education, accounting for 28% of all students enrolled in 1960. Besides these, there are 7% preparing for a Bachelor of Music degree, most of whom are also interested in teaching, and there are 9% in pre-professional preparation in the fields of engineering, medicine, medical technology, law and nursing.

An analysis of the ability of students at Dominican College in June, 1960, resulted in the following tabulation:

TABLE II

INDICES OF STUDENT ABILITY

Class	Median I. Q.	Median percentile rank in high school graduation class	Median score in college admissions test	Median grades in college
Freshmen	114	73%	45%	1.66
Sophomores	112	72%	48%	1.47
Juniors	112	73%	51%	1.62
Seniors	116	82%	75%	1.65

The sophomore, junior, and senior classes represent those who were not among the 31% of drop-outs of these years. The freshman class includes the entire group admitted in 1959. That the senior group looks strongest is to be expected, since these are the survivals of four years, but that the freshman group ranks second is attributed to the tightened admissions requirements initiated in 1959.

One study on student progress has turned up the information that students who have stayed to complete the four-year program at Dominican College tend to continue on quite an even level through the years:

14%	are consistently high
57%	range up and down between C and high B
5%	are consistently C
14%	drop below C level for one semester during the four years
9%	drop below C level for 2 semesters during the four years

Student standing and progress in the three areas of social science, humanities, and natural science as indicated by results of the Graduate Record Examination are discussed in the chapter on curriculum.

After investigation of the kind of student who is admitted to Dominican College and of his progress, it remains to be seen how the student who has graduated reflects the education that the school has given him. This is a difficult area to explore with accuracy. The answers to an alumni questionnaire distributed in 1958 provide one source of information, but the sampling is not large and includes some who were enrolled only part-time. The other source of information is the judgment of employers who have been asked to evaluate Dominican College graduates they have employed.

For the graduating class of 1960 information on present occupation is complete. Of the 34 graduates who had attended

Dominican College as full-time students, 14 earned a B. A. degree, 18 earned a B. Ed. degree, and 2 earned a B. M. degree. At present they are occupied as follows:

Catholic elementary school teaching	14 Sisters
Public elementary school teaching	7 men 4 women
Catholic high school teaching	1 Sister
Public high school teaching	2 women (1 in England)
Position in industry	3 men
Continued in graduate education	1 man
Continued school for a second bachelor's degree	1 woman
Homemaking	1 woman

From the alumni study, some check can be made on the achievement of objectives of the college.

In answer to the question, "Why did you choose Dominican College ? " the reason most frequently mentioned was nearness to home. This was indicated in 55% of the replies. Next in frequency was the fact that Dominican College is a Catholic school; this was indicated in 45% of the replies. Since the alumnus could check more than one reason, some responses were multiple. It seems that many students do come to Dominican College because they want a Catholic education, but it is not the most compelling reason.

In answer to a question on the influence of various courses, the greatest influence was attributed to courses in education, but this was followed closely by courses in theology. The comparison was 52% to 50%.

On the page of the questionnaire soliciting free comments, only two responses reflected the idea that the school is Catholic. One alumna commented on the fact that her studies at Dominican

College had created in her an awareness of a true final goal and the other student, who was apparently not Catholic, said, "I was never approached on the subject of religion. The kindness of the faculty to me will never be forgotten and their fine Christian lives are an inspiration to me."

Liberal education, as defined in Dominican College objectives, was also touched upon in the questionnaire. One question, posed negatively, asked whether the alumni felt themselves inadequately prepared in areas that the college defines under "liberal arts as tool subjects." Out of 172 responses, 28 indicated that alumni found themselves inadequate in written English, and 34 in oral expression. On the positive side, 78 said they had been helped greatly to read critically and 98 had been helped greatly to think logically. On the whole, then, the alumni responses indicate that emphasis in the objectives on liberal arts as tool subjects has validity.

Concerning the effort of the college to integrate by philosophy and theology, the question: "How much did influences at Dominican College help you to develop a sense of values?" brought 147 answers; 105 claimed they had received much help; 38 said some help; and 4, none at all.

Statistics are available on the number of students who entered careers for which they had been prepared by professional and pre-professional education. Most of them have followed careers in the areas of their specialization. For those who are following business careers the only evaluation available is the rate of promotion they have achieved. For most of them this has been normal, with a few moving faster than they expected and several finding adjustment and promotion slow.

A more exact estimate is available for teachers, since principals have been very cooperative in replying to requests from the college. In order, first, to ascertain the effectiveness of the teacher education program, and, second, to meet the needs of the student teachers more completely, a teacher evaluation form was sent in 1959 and again in 1960 to principals of elementary and secondary schools in which graduates of Dominican College taught for at least one year. Eighty-two evaluations were studied. The ratings are presented in the table on the next page.

TABLE III

EVALUATION OF DOMINICAN COLLEGE GRADUATES BY SCHOOL PRINCIPALS

Rating on:	Outstanding	Satisfactory	Needs Improvement	No Response
Personality	30.1%	59.1%	6.1%	4.7%
Preparation	35.2%	60.5%	3.6%	0.6%
Classroom Management	29.6%	62.8%	6.0%	1.5%
Pupil Growth	29.4%	62.5%	7.8%	0.6%
Public Relations	38.1%	55.5%	4.1%	2.5%

From this description of the clientele some picture of Dominican College emerges. In its broad outlines it is the picture of a small group of midwestern students, interested in education both for self-improvement and for vocational competence, who have chosen a private Catholic college because it was available, but also because it was Catholic, and who have found there the kind of education they sought.

An evaluation by the college brings out the fact that the size of the student body is ideal for close contact between teacher and student, but that it leaves something to be desired by way of challenge in small upper division classes. Also it is realized that an increase in enrollment would be financially beneficial.

Future students, then, are a very important part of the public which the college seeks to reach. Recent efforts made in student recruitment, or, as the preferred usage has it, "field counseling," have included evaluating former methods and evolving new ones.

In the alumni questionnaire to which reference has been made, the alumni were asked to indicate how their interest had been directed to the college. Following are the responses in order of frequency:

Source of Information or Encouragement	Number of Alumni Responding
Friend	52
Elementary or high school teacher	43
College faculty member	27
Parents	13
Recruiter	5
Advertisements	3
Brochure or literature	3
Directory of colleges	2
Magazine article	2
Others	28

It seems probable that the "friend" mentioned most frequently was some college student who spoke with enthusiasm of the school. It has been observed frequently that students are the school's best advertisement; this is true. Next, however, it is probably the high school teacher or counselor who is most effective in interesting students in choosing a college. For this reason Dominican College has instituted a program for bringing to the college high school counselors from schools in Racine, Kenosha, Cudahy, South Milwaukee, Waterford, Burlington, the south side of Milwaukee and Waukesha to hold conferences with the college faculty. The response has been excellent, and applicants have frequently mentioned their counselors as having recommended Dominican College to them. Consequently the field representative of the college thinks that keeping in close touch with the counselors is far more effective than any appearance at college day affairs and any direct recruitment. Upon invitation, however, faculty members and the field representative do attend high school functions which are held to acquaint students with college life.

Brochures are sent to high school seniors in the area and in response to any inquiries the school receives about its program. These are in effect a summary of the school catalog. For prospective students a questionnaire is sent with the brochure. The catalog is sent to a prospective student only if the questionnaire he returns gives some indication of ability to do college work. Together with the catalog are sent application blanks and directions concerning the College Entrance Examination Board tests.

Since housing facilities are limited, magazine advertising has been held to a minimum. Some publicity of this kind was given by the Council for the Advancement of Small Colleges. This publicity resulted in applications from about 300 students, who had to be advised that campus housing was not available, although housing in the city would be secured if they desired it. Only a very few accepted this alternative.

The number of early enrollments in the spring of 1961 leads the administration to expect about a 40% increase in full-time students. This is attributed to the moving to a new site and to the projected opening of campus housing for 30 women students. Future plans for additional housing should give a wider geographical spread to the student body, thus helping to overcome the "parochialism" which a community college tends to have.

SERVICES TO THE COMMUNITY

Among the many influences shaping higher education today, the relationship of the college or university to the local community appears to be gaining rapidly in importance. The term "local community" is here considered not simply as standing for a particular geographic setting in which a college may find itself, but as a distinctive clientele toward which the college recognizes some degree of responsibility, and which in turn has values to confer upon the college.

The community provides many of the resources needed for the educational program of the college--the public and parochial school system for the teacher preparation program, the local churches for the religious life of the students, the local cultural programs for the enrichment of the college years of the students.

In turn, Dominican College partially fulfills its obligation toward the people of Racine and the surrounding area by making its academic offerings and its facilities available to the community wherever this can be done conveniently. The present section will be limited to a consideration of three specific areas in which Dominican College serves individuals outside of its regular clientele: through offering evening classes, through the summer sessions, and through the Speech and Hearing Habilitation Center.

Evening classes

Each semester, a program of evening classes is offered by Dominican College and is publicized both through the local newspaper and by post cards sent out to schools and individuals. Two professional groups in particular are served by these late afternoon and evening classes: teachers in service who do not yet have their degrees, and nurses in training in the local hospitals who are looking forward to certification. The needs of these two groups are considered in scheduling classes.

Most of the teachers have already had two years of professional courses in education, but lack college courses in general education. To meet their needs, courses are regularly offered in philosophy, English composition and English literature, history, and art and music appreciation. Since the nurses must have courses in educational psychology and tests and measurements, and these are not offered by the hospital training school, Dominican College regularly schedules one of these as an evening course. Recently, Dominican College has also been scheduling evening courses in the foreign languages at the request of interested persons employed in local industrial offices.

The evening courses are of incidental service to the college's own daytime students, some of whom take advantage of this opportunity because it fits in well with their part-time working schedule. The courses are always those listed in the catalog and are given for credit. At present Dominican College has no adult education program as such.

Summer session

A six-weeks summer session offers an additional opportunity for teachers in service as well as for others in the surrounding community to continue their education at Dominican College. While the summer session is of particular convenience to teachers, including the Racine Dominican Sisters, some students who attend the college sessions during the regular nine months avail themselves of the opportunity to shorten their time of education toward a degree by enrolling in the summer session.

Required courses in the field of education are offered every summer. Freshman and sophomore courses in English and history usually alternate.

Speech and Hearing Habilitation Center

For the assistance of individuals handicapped in the communication areas, Dominican College has a specially equipped center. It is under the direction of a faculty member who has advanced clinical certification in speech from the American Speech and Hearing Association, and is also certified by the State of Wisconsin to teach speech to the handicapped.

As related to the educational aims of the college the most important function of the Center is to prepare teachers to recognize deficiencies in the communication skills, to do some speech correction in their own classroom if necessary, and to cooperate effectively with the speech therapist in schools where the services of such a therapist are available.

Evening classes in speech pathology and speech therapy are taught largely to teachers in service, but also to other interested persons and to the regularly enrolled students of Dominican College. Teachers in service who have been called upon to instruct the handicapped need these courses for certification.

The director of the Habilitation Center disseminates information on the handicapped child through talks given to various organizations, such as the Racine County Association for Retarded Children, United Cerebral Palsy of Racine County, Inc., and the Wisconsin State Department of Public Welfare.

At the Center, appointments are arranged for children of all ages as well as adults to receive special habilitation or rehabilitation. The Center accepts referrals from several local agencies: the Racine Guidance Clinic, the State Rehabilitation Department, and Taylor Children's Home.

Dominican College is interested in the clientele it serves: its students, the schools, firms, and industries which employ its students, the people to whom it can offer special services, the community at large.

Since the contribution of the college to the local or any other community is made primarily through its students, the next two sections of this study will examine the curriculum and the resources of the college.

THE CURRICULUM

The pattern according to which the college proposes to attain its objectives is the curriculum. The faculty at Dominican College has found it necessary to devote constant study and concern to keep it the kind of curriculum that a growing institution needs. Prior to 1954 it had grown by accretion until there were 301 courses offered for 116 students, taught by 27 professors, only 13 of whom were full-time faculty members. This situation was submitted to the faculty for remedial action.

Under the direction of a curriculum coordinator, who was freed from teaching duties for one year, the faculty undertook an investigation for the purpose of making an extensive revision of course offerings and sequence. The study continued from October 1954 to December 1955. Among decisions which resulted from this study the following have been important.

1. Since it was recognized that multiplicity of subjects in a curriculum does not produce broadness of scope, and that a wide and free elective system cannot bring about depth of understanding and sense of relationship, it was the decision of the faculty that a program of learning in closely related fields should be worked out at Dominican College.

2. The goal for this program was to be a liberal education, one which is academic, but also one which provides for practical aspects of learning.

3. After studying various curricula, major-minor sequences, and fields of concentration, it was decided that the field of concentration was the most acceptable for Dominican College.

4. It was further decided to call on outside consultants for expert guidance in constructing the curriculum.

In December 1955 each department submitted to the faculty committee a first draft of a sequence of courses. These became an experimental curriculum for 1956. In 1961 this new curriculum has 259 courses for 350 students taught by 34 instructors, of whom 27 are full-time.

Since 1958 the standing Committee on Curriculum and Educational Policies has been responsible for evaluating the curriculum and the changes that are proposed. The efforts of this committee are directed toward insuring:

1. That the courses in each department are the right courses for achieving the purposes of the department. Thus if the purpose of the department is to prepare teachers, courses must be offered to equip the students with the insights and skills that a teacher needs.

2. That coordination between departmental offerings exist so that students can relate what has been learned in one field to what is taught in another. Coordination between departments enables the student who is studying composition to use the principles taught in logic, and the student who is writing a term paper in history to use the principles learned in composition. Although the sequence of courses cannot invariably be observed, efforts in this direction are necessary to secure the desired coordination.

3. That a hierarchy be preserved in the curriculum so that primary ends be not sacrificed for secondary ends. Since the over-all aim of the college is "to form the true and perfect Christian in the student it enrolls," theology has an important place in the curriculum. The Catholic student takes courses in theology throughout the four years, relating his other learning to the truths of faith.

General education

The faculty at Dominican College is convinced that what the student becomes is more important than what he does. In terms of curriculum this demands that a considerable part of his education be directed toward self-improvement and that all of his education be related to it. In the preparation of the curriculum the faculty included, therefore, a basic general education for all students, one touching the principal fields of knowledge: natural science, social science, humanities, and the wisdoms--philosophy and theology.

Particularly the faculty is concerned that at the college level the student become aware of principles governing each of these fields. Principles that are intrinsic to the field are established within the field. Those that relate the field to all of knowledge are established by philosophy.

The faculty knows that there are two opposing trends in education today: the one directs the student to seek principles and from them to reason to conclusions; the other directs the student to question everything and to decide for himself what will be the basis for his conclusions. The first tends to make the student objective in his search for truth; the second, subjective. If knowledge is superficially absorbed instead of being actively assimilated, however, the method of proceeding from principles may lead to smugness; and the alternate method may lead to true conclusions provided that valid bases for conclusions are adopted. Since the college cannot follow both trends simultaneously, it has decided to take the position that the student should be directed to learning basic principles and that once these principles are well established he can freely undertake further exploration of knowledge.

For this reason, along with the courses in the areas usually accepted as the principal fields of learning, there are related courses in philosophy. Thus, the philosophy of nature parallels the study of natural science; logic and metaphysics, the courses in composition and literature; rational psychology and the philosophy of the social sciences, the social sciences, although this last has not been made obligatory for all students.

The general education requirements stand presently at 52 credits:

Theology	16
Philosophy	9
History	6
Biology and mathematics	7
English composition and literature	14

Students who are not Catholic take a three-credit course in moral philosophy in addition to the nine required in philosophy, but they do not take theology unless they request it.

In this general program, the social sciences are represented by a course in history. This substitution can be questioned, since the methods of social science are not those of history. However, the choice was made because a study of history seems necessary as a basis for all the social sciences. The college is investigating the field of the social sciences preparatory to setting up a program in place of its present limited offerings in the field. More will be said about this in the section on instruction.

Program of concentration

A program of concentration in one field with a related area in another was decided upon by the faculty in 1955. The characteristic features of this program and the purposes to be achieved are closely related to the curricular devices employed:

1. Directed reading in the junior year
2. Coordinating seminar and thesis in the senior year
3. Comprehensive examination

In the directed reading program selected, books in the field of major concentration are read by the entire group and discussed at weekly or semi-weekly meetings. Usually these readings are more difficult material than the student would be expected to master by himself. By obliging him to "stretch," this course gives him some perception of his real potential and also an appreciation of the worth of some of the great thinking that he would probably not have discovered by himself. Also, this course has some of the elements of independent study, since the reading is done quite independently and a real check of it is made only in the quarterly examination.

The senior seminar continues the kind of reading begun in the readings course but with the purpose of reaching a culmination in a paper, usually called a thesis. The element of purposeful reading of important books takes the student beyond textbook study and makes him see his field in broader perspective. The thesis gives the student practice in some of the techniques of research, although this is not emphasized.

The comprehensive examination keeps the breadth of the field in the perspective of the student; the questions in the examination relate to the whole. This examination is evaluated not so much in order to determine a passing or failing grade as to guide the professor in recommending the student for advanced study.

As the foregoing description implies, the objective of the field of concentration is to broaden the student's view and to challenge him to some independence. The significance of the related field is not so clear. However, it is a means of unifying the student's efforts by relating study in this area to his objectives in the field of concentration.

Generally the program is well accepted by both faculty and students. A suggestion for improvement is the granting of greater freedom to the student to select the courses in both his field of concentration and in related areas. At present he is hampered by the limited number of courses offered and by the fact that if he is interested in secondary education he needs a second "minor" beyond the related field. In Wisconsin the State Department of Public Instruction is showing greater interest in a single "minor" of more credits, and this may prove helpful.

Majors and Minors

The traditional major and minor sequence has been retained in elementary education and in music. Since music is highly technical, this seems justified, but the greater emphasis on broad education for the elementary teacher has made the Department of Education at Dominican College think seriously of converting to the field of concentration in 1962.

DEPARTMENTS

A program built on fields of concentration tends to center about divisions rather than departments. Such a structure was set up at Dominican College in 1955, but it functioned at departmental rather than at divisional level. Consequently the faculty reverted to departmental organization. The crossing of departmental lines is encouraged, however, and reorganization at divisional level remains a possibility.

Department of Theology, Philosophy, and Psychology

Theology and philosophy, the wisdoms in the curriculum, have each a distinct purpose and method. The purpose of courses in theology is to make a scientific and reasoned presentation of revealed truth. Since theology alone treats of man's supernatural goal and the supernatural means of achieving it, it is the only course in the college curriculum capable of integrating the natural arts and sciences into a Christian concept of life.

Philosophy is integrated in itself. The student of theology needs philosophy to understand, explain, and defend revealed truth. Logic is taught as the tool of all orderly thinking and critical evaluation. The beginnings of a reasoned understanding of nature are acquired in the philosophy of nature. Psychology follows as the idea of life is expanded to include sense and intellectual activity. Ethics, in which the notion of human actions is viewed in the light of natural happiness, can then be taught. Finally, metaphysics sees the whole world through the eyes of wisdom.

At present, psychology is in this department because rational psychology, the only course in this field required in general education, is taught as a philosophy. Plans have been made for a separate department of psychology with its own sequence of courses by 1964.

Department of English

The Department of English stresses communication, appreciation, critical thinking, and evaluation. In the freshman year the communications course combines written and spoken expression in a two-semester, eight-credit course. An advanced writing course is offered in the sophomore year to develop further some of the skills needed in specific kinds of writing. The sophomore literature course makes a beginning of critical thinking and literary appreciation through study of six types of literature: drama, short story, lyric in the first semester; historical, philosophical, and scientific literature in the second semester. The courses in the junior and senior years, which emphasize critical thinking and evaluation, follow the requirements for the field of concentration. However, non-concentrators may take some of these courses either as a related field to another concentration or as a free elective.

Department of Foreign Languages

The Department of Foreign Languages offers courses in French, German, Spanish, and Latin. A well-equipped language laboratory assists the oral-aural approach used in the teaching of the modern foreign languages. Although there is not a field of concentration in the foreign languages, it is possible for students to build up a strong related field in a foreign language, which is a valuable asset to any field of concentration. Also, since teachers who are capable of teaching the foreign languages are needed on both the elementary and secondary levels, preparation in these languages is important for students planning to teach.

Department of Art

The concentration in art was set up in 1959 and the first year's work was offered that year with other years now being added consecutively. For students who become concentrators in the field, performance at a high level is stressed. Others are advised to make art a related field or to limit themselves to the art appreciation course. The art education course is offered for those who plan to teach on the elementary level. In this course, not performance but rather acquaintance with art media and development of methods for bringing out the creativity of children in art are the important outcomes.

Department of History and the Social Sciences

The Department of History and the Social Sciences is concerned with the study of man as he lives in society. The department has attempted to center courses in history as much as possible around some pivotal problems or limit them to specific areas or periods, rather than allow many survey courses to develop. However, the course in western civilization has been retained as a background. The criticism of the history program suggests that modern European history has been slighted and thought is being given to remedying the situation.

The offerings in the other social sciences are minimal, except those in economics, most of which are needed for business administration. The faculty of the History and Social Sciences Department is planning considerable revision of its offerings, as will be discussed at the close of this chapter.

Department of Natural Science

The Department of Natural Science offers the basic courses in each of three fields: biology, chemistry, and physics. Only one year of physics is available, but the equivalent of a related field, two years of chemistry or biology, are offered. These are the areas which interest many pre-professional students who transfer to other schools after the second year. With added personnel coming into the chemistry department in 1961, a concentration in the field of chemistry is projected, beginning in 1961.

Department of Mathematics

In mathematics a field of concentration is offered which stresses many of the changing concepts in the study and teaching of mathematics. This is particularly important for students who plan to teach high school mathematics and for students who are interested in pursuing research, either in mathematics or science. For the elementary teacher the first semester of fundamental mathematics is basic for an understanding of the new approach to arithmetic.. The beginning course also provides for supplementary reading on such topics as early number systems, which sets the study of mathematics into its cultural context.

Department of Music

The Department of Music follows a major-minor sequence in which courses leading to a Bachelor of Music degree may include either an applied music major or a music education major. Also, either of these studies may be chosen as a minor to complement the major field, or as a related field for a student following the field of concentration program at Dominican. Students in the Department of Music comply with all the requirements for general education.

DEPARTMENTS OF PROFESSIONAL PREPARATION

Education

The program offered by the Education Department is designed to prepare the student for a future teaching career in public or private elementary and secondary schools. Because the teacher influences pupils by what he is even more than by what he does and teaches, the preparation has a twofold objective: preparation for being and preparation for doing.

The preparation-for-being program aims to provide the student with opportunity to achieve human excellence, both individual and social, through pursuit of a liberal education: the arts, the sciences, and the wisdoms. Dominican College holds to the belief that the teacher should be a liberally educated person, having more than ordinary acquaintance with the general fields of knowledge and being in possession of the intellectual and moral virtues. The preparation-for-doing program is outlined under three main areas below, in the description of the elementary curriculum.

The Elementary Curriculum

Through the curriculum the prospective teacher is accorded opportunity to acquire:

1. Appreciation of the dignity of man, of the importance of the total development of the child, and of the dignity of teaching as a profession
2. Knowledge of fundamental principles of education, of techniques and methods of instruction, of facts concerning organization and operation of schools
3. Mastery of essential professional skills

Already in the sophomore year, the student who plans to follow a teaching career is introduced to the first of these areas, that of professional orientation. In the course in introduction to teaching, the student is encouraged to begin thinking of himself as a future teacher, as he studies the American school system and principles of teaching with their practical application. The course in child growth and development, for which rational psychology is a prerequisite, traces the stages in the total development of the child and emphasizes the respect due to child nature. Orientation toward the ideals of the teaching profession is also the subject of a course in the junior year, philosophy of education. Fundamental principles inherent in educational thought and practice are studied with a view to formulating an educational creed.

In the second of the three areas of the elementary education curriculum, that of knowledge of techniques and methods of instruction, as well as their underlying principles, an integrated curriculum course of eight semester hours is offered to students in the third year of elementary education. The principles, methods, and materials of reading and the other language arts, arithmetic, social studies, and sciences are treated consecutively in a single two-semester course. This has proved to be more satisfactory than the former sequence of two-credit courses in each methodology, particularly since it avoids repetition of material. Also included in the integrated curriculum course are practice in the use of audio-visual aids, and opportunity to become acquainted with children's literature. Before curriculum revision, these were separate courses.

Two methodologies which are outside of the integrated curriculum course are music curriculum and art education. Basic courses in the area of instruction and its principles are educational psychology, and tests and measurements. Separate courses, required by the State Department of Public Instruction, are also offered in such subjects as health education and conservation of natural resources.

Student observation and teaching

Mastery of essential professional skills is the specific object of the courses in student observation and student teaching of elementary school subjects which are offered in the senior year.

Students of Dominican College do their classroom observation and student teaching in public and private schools of Racine, Kenosha, and Racine County. Arrangements have been worked out with the school supervisors and with the individual schools which have proved advantageous to the schools as well as to the Dominican College seniors who do their student teaching at these schools. Having the students go right into the public or parochial school systems has provided a more realistic experience than might be theirs through working with a select group of students at a campus school. Frequently, schools benefit through having the first opportunity to employ Dominican College graduates whose qualifications become known to them through the student teaching assignment.

The cooperating teacher is the key person in the student teaching program and is chosen with care by the school supervisor and principal to fulfill the role of "master teacher."

The student observes two hours a week during the first semester in the room to which he has been assigned for observation and student teaching experiences, although he may also observe in other classrooms of the school. The observation program makes provision for some actual teaching, even during the first semester. This adaptation was made upon the suggestion of former students at Dominican College, upon completion of their own student teaching experience.

During the six weeks' student teaching period in the second semester of the senior year, the cadet teacher spends his whole time at the school to which he has been assigned. The student teacher has the assistance of the school supervisor and the college supervisor, as well as that of the cooperating teacher who guides him from the status of student to that of teacher. It is strongly urged that the student teacher be given an opportunity to attend such activities as faculty meetings, parent-teacher meetings, and faculty study groups.

The student teaching program enables the individual to learn his strengths and weaknesses. It also serves as the final basis of evaluation by the college staff and as a basis for recommending the graduate for a teaching position.

Senior seminar in elementary education

The seminar is a course designed to coordinate theory and practice for the student teacher and to provide guided reading and discussion of important educational topics. Formerly the course began in the second semester, but since the student teachers themselves felt that this was too short a time, it was made to extend throughout the senior year.

Secondary education

Dominican College offers a four-year program for students preparing to teach in secondary schools. All students are given two years of general education background. Five fields of concentration are possible: English, history, mathematics, art, or music. In one of these fields the student takes a minimum of 34 credits. He earns a minimum of 22 credits in a related field chosen from one of the above, or from the foreign languages, economics, sociology, chemistry, or biology.

The professional studies for a student in the field of secondary education must include 18 education credits. Required courses are educational psychology, philosophy of education, teaching of the major or minor subject, and student teaching. The department suggests that the student also enroll in courses in adolescent psychology, tests and measurements, and history of education.

Student observation and teaching

The student teacher observes a class in his major subject (and this often includes actual teaching experience) for 60 hours during the first semester of the senior year. For the first six weeks of the second semester, he teaches one hour daily at the junior or senior high school to which he has been assigned. He may spend additional time at the school if he desires to become better acquainted with the routine and variety of the secondary school teacher's day. The developmental procedure can best be described as one in which the student teacher plays the following roles successively or at the same time, depending on ability and need: an observer of all the phases of a teacher's work; a student leader in classroom situations; a teacher's helper in planning and executing various activities; a co-teacher; and finally, a teacher in charge of a junior or senior high school class.

Projection for elementary and secondary education

At present the student in elementary education is awarded a degree of Bachelor of Education, with a major and a minor field. Plans are that students entering the field of elementary education in 1962 will have a choice between a Bachelor of Arts or a Bachelor of Education program, both, however, with a field of concentration in education. The candidates for the Bachelor of Arts degree would conform to all requirements of this degree: two semesters of mathematics, four semesters of foreign language, directed reading, seminar, thesis, and comprehensive examination. The Bachelor of Education program eliminates one semester of mathematics and the foreign language requirement.

The secondary education program is relatively new at Dominican College and is being restudied with a view to strengthening the preparation which graduates will have for teaching in both the field of concentration and the related fields.

BUSINESS ADMINISTRATION

The curriculum of the Department of Business Administration is designed to provide reasoned and accepted principles for the various business practices so that the graduate can accept any position in business as a cadet.

General education

Because the modern young man or woman engaged in business needs to possess a liberal education for communicating well and for understanding situations in a broad cultural context, the Business Administration Department makes the liberal arts and general education an integral part of its business program. The department offers opportunity for sound intellectual development in a manner consistent with the ends of higher Christian education. General education requirements predominate in the first two years, and they are continued into the junior and senior years by courses in theology and foreign languages. The course in directed reading in the historical development of economic thought, taken in the junior year, is also in the nature of general education rather than special professional preparation. Business administration students are encouraged to take the sophomore course in advanced writing, since skill in written communication is basic to effectiveness in business.

Professional education

Students may choose for their field of special concentration either accounting, economics, or general business. All students take at least one year of accounting, which provides them with a basic marketable skill. Marketing principles, management principles, and business law are required professional courses in the junior and senior years. A senior seminar and thesis provide opportunity for reading, thinking and discussion both on broad topics suggested by the instructor, and on the topics selected by the students for their thesis work.

Evaluation of curriculum in light of Graduate Record Examinations

The Graduate Record Examinations, to which reference has been made, have been administered to sophomores and seniors from 1958 to the present year. In the four years that the tests have been used the results have been as follows:

TABLE IV

SOPHOMORE AND SENIOR SCORES IN GRADUATE RECORD EXAMINATIONS

	Social Sciences		Humanities		Natural Science	
Class	D. C. Median	National Median	D. C. Median	National Median	D. C. Median	National Median
1958						
Sophomore	370	390	443	437	435	440
Senior	403	438	453	465	420	445
1959						
Sophomore	350	390	430	437	490	440
Senior	420	489	490	465	420	445
1960						
Sophomore	376	390	465	437	442	440
Senior	420	489	477	465	411	445
1961						
Sophomore	362	390	424	437	468	440
Senior	440	489	467	465	436	445

Although the median students at Dominican College frequently scored above the national median in the area of the humanities, the scores were generally below the national median in social studies and in natural science. The low score on the social sciences has been apparent each year in both the sophomore and senior sections. Some members of the faculty began study on this area and found this to be common in Catholic colleges. It was thought that the questions on the examination might be such that Catholic students would give different answers from those of the control group, on the basis of their special orientation to Catholic philosophy. The tests were therefore examined critically but without confirmation of this supposition. Consequently, it has been decided that more emphasis must be placed on the social sciences. It has also been observed that this is a field in which Catholic scholarship can make a unique contribution by basing the studies in social sciences on moral philosophy, from which the social sciences must derive their final principles. A first effort in this direction has been the publication by two faculty members of a text which can serve as an introduction to social science. This is still in experimental form, but it has attracted sufficient attention from teachers in other Catholic schools to suggest that it is the answer to a felt need. It is proposed to follow this text with a publication in political science, one in sociology, and one in economics. Concurrently these courses will be taught and subjected to criticism by both students and faculty. Already the benefits of some experimental work in this direction are being felt in the school.

In the field of natural science it is apparent that the sophomores are relatively better prepared than the seniors. The explanation is that the school has as yet no field of concentration in natural science. Consequently, the students who have taken the two years of science score high in the sophomore year, but these are the ones who drop out of Dominican in order to continue their major in science at some other institution.

It is planned that the school will offer three years in biology and four years in chemistry by 1963. This will probably affect the Graduate Record Examination scores for seniors.

RESOURCES

The curriculum, as discussed in the last section, has been set up as a pattern and guide; to make the curriculum effective the college employs the following resources:

1. First and most important is the human endowment represented by the administration and faculty.
2. The role of the faculty in imparting knowledge is carried out in the program of instruction.
3. The library provides enrichment and stimulation.
4. Since the student is a person, the college is interested in such things as his physical and spiritual well-being, his outside work, and his ambitions. Personnel services, then, are seen as aids in helping him attain his objectives.
5. A suitable setting for the process of teaching and learning is provided by the physical plant of the college and the financial and business administration procedures which facilitate the school's operation.
6. Finally, this section will touch upon the tangible and intangible evidences of Racine's interest in the college.

ADMINISTRATION

The concern of the administration and the faculty is to provide the means by which the educational goals of Dominican College may be attained, whether by setting up and developing a curriculum, by providing an adequate physical plant and facilities, devising procedures to meet routine situations, or providing for continued educational planning with due regard for the school's philosophy and for the needs of the clientele.

The Chancellor

The Chancellor of the college is, ex officio, His Excellency, the Archbishop of Milwaukee. The functions of the Chancellor are chiefly honorary.

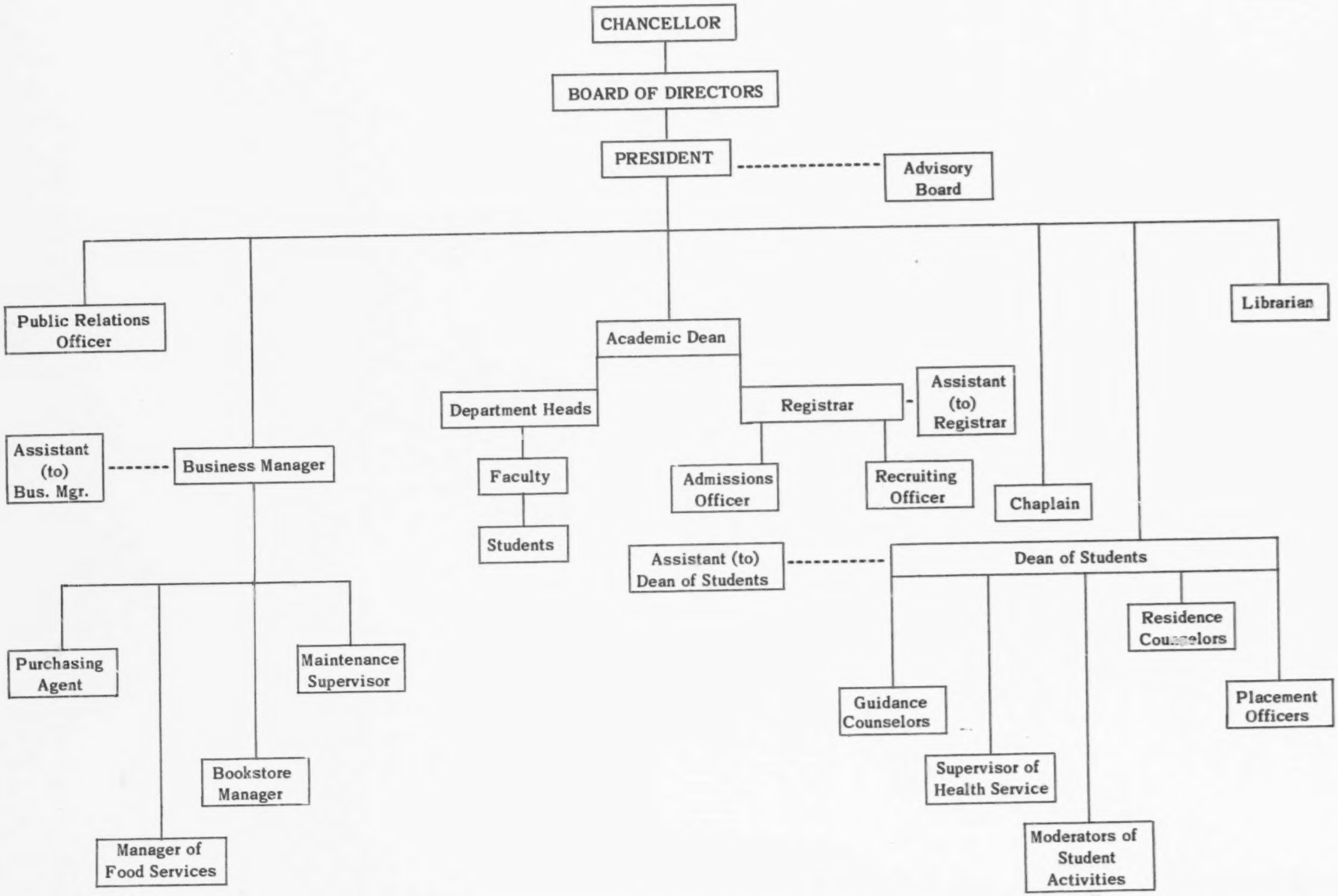
The Board of Directors

The corporate powers of the college are vested in a board of six directors, the Mother General of the Sisters of St. Dominic of Racine, the four members of her council, and the college president, who is a non-voting member.

The Board of Directors approves the annual budget and amendments; bears full and complete legal responsibility for Dominican College as a corporate entity, authorizes construction of new buildings and approves long-range planning for future development; determines policies on investments and on incurring any indebtedness; ratifies all policies of the faculty and administration of the college which have been approved by the president of the college.

The President of the Board appoints a president for the college, who is directly responsible to the Board for the administration of the college. The President of the Board of Directors, on the recommendation of the college president, appoints such other officers of administration as are needed for the operation and control of the college.

ADMINISTRATION CHART OF DOMINICAN COLLEGE



Since the Board of Directors is supreme in the religious congregation, it could scarcely enjoy greater independence. If it is necessary to borrow money, however, permission of ecclesiastical authorities is required.

All members of the Board of Directors have been in the field of education, and this is recognized as both a strength and a possible weakness. The length of term of office, six years for five members of the Board with a possibility of another term of six years, gives stability.

The Lay Board of Advisors

The lack of diversity of background in the Board of Directors is compensated for in the existence of a separate Advisory Board, representing the Racine community at large. The members of the Advisory Board are no less than six and no more than twenty. By its composition, the Advisory Board represents the business, professional, and cultural interests of the community, bringing to bear valuable advice and experience upon the problems which face the college administration.

The Advisory Board, as its name indicates, acts in an advisory capacity to the president of the college and to the Board of Directors. It consists of clerical and lay members nominated by the members themselves and invited by the president to serve on the Board.

The college president reports to the Board of Advisors on all aspects of the college--physical, financial, and educational. So that they will be completely informed concerning the college's needs and resources, the Advisory Board is given the following information:

1. Reports at Board meetings on accreditation status, enrollment trends, curriculum additions, changes, new faculty members, and other institutional developments

2. An annual balance sheet, with breakdown for income and expenditures for the operation of the college

3. At each Board meeting, a financial statement on the drive for building funds

The Board meets twice annually, once in the spring and again in the fall, and at other times when called by the chairman. The Advisory Board acts in a public relations capacity, keeping the administration informed on trends in community needs and reactions of the community to college policies and activities. Some of the matters on which the advice and assistance of the Advisory Board have been sought are the purchase of additional property, sources of scholarships, raise in student tuition, and raising of funds for expansion and other purposes. In the matter of practice teaching in the public schools of Racine, their opinion was sought and their advice followed, this advice being to accept the conditions established by the Board of Education and to begin sending practice teachers into the Racine public schools.

Officers of the college

The officers of Dominican College are the president, the academic dean, the registrar, dean of students, business manager, and the librarian. The registrar is responsible to the academic dean. All other officers are responsible to the president.

President

As chief executive officer of Dominican College, the president is responsible for the internal administration of the institution, the development of a sound educational program, the promotion and interpretation of the college to its various publics. These duties, as well as those of the other administrative officers, are spelled out in detail in the faculty handbook. The president is responsible solely to the Board of Directors.

Academic dean

The academic dean is responsible for the proper functioning of the academic program within the framework of established policy and the stated purposes of the college. The dean is responsible for promoting scholarship in students and faculty, maintaining standards of instruction, and developing the available resources of the college for the continuing improvement of the academic program and for the attainment of its instructional objectives.

Dean of students

In charge of student affairs, the dean of students provides for the social, physical, and spiritual development of the students through a program consistent with the stated purposes of the college and through adequate guidance and counseling facilities. This officer is responsible for the personnel services and co-curricular programs and exercises a general supervision of student discipline. Since the school is coeducational, a priest has been appointed to assist the dean of students, and appointment of a dean of men is being considered. The section on personnel services outlines the work of the dean of students in detail.

Business manager

It is the responsibility of the business manager to administer the material and financial affairs of the college. The business manager receives and disburses funds and provides the proper accounting thereof. A fuller description of procedures is contained in the section on finance.

Librarian

The librarian is the custodian of the library and is responsible for its general supervision, administration, and development. The librarian is charged with providing such library facilities, within the limitations of the budget, as are in keeping with the stated purposes of the college and the desired intellectual and scholarly growth of the student. A separate section describes the place of the library in the college program.

Registrar

The registrar is the custodian of the official academic records of the students and has the responsibilities of registration, admissions, collecting and recording grades, and the preparation of statistical data relating to students.

FACULTY AND INSTRUCTION

Academic organization

Instruction at Dominican College is organized by departments, under department heads who report to the academic dean. The departments are as follows:

Department of Theology, Philosophy, and Psychology
Department of English
Department of Foreign Languages
Department of Art
Department of History and Social Science
Department of Business Administration
Department of Natural Sciences
Department of Mathematics
Department of Elementary and Secondary Education
Department of Music

Composition of faculty

Composing the faculty are 28 full-time members, or 23 Dominican Sisters, four Dominican priests, and a layman; and seven part-time members, or two Sisters and five laymen, including three who are Protestant in religious affiliation. The teaching hours of part-time faculty count up to an equivalent of an additional three full-time faculty members. The full-time equivalent, therefore, is 31 faculty members.

Competence

The academic preparation of the faculty is as follows:

24% of the faculty hold an earned doctorate

62% hold a master's degree or its equivalent

14% hold a bachelor's degree

Of the last group, two have a law degree and others have credits toward a master's degree.

With the exception of the departments of art, music, and business administration, where research degrees are relatively less important, each of the ten academic departments at Dominican College is represented by one member who holds a doctorate. Thus, faculty members have the Ph. D. degree in the fields of English, the classical languages, history, mathematics and the history of science (a joint degree), education, theology, and chemistry. Within a year, the college plans to add to its faculty another member, who will have her doctorate in psychology.

An element of strength exists in the faculty which cannot be measured by academic degrees: the majority of the faculty belong to the Dominican Order, which has a tradition of study and teaching to which its members are by profession dedicated. Further, the faculty's average teaching experience on the college level is seven years, but many have also taught on the elementary and/or secondary level.

The competence of the faculty is generally in relation to the present curriculum; all are teaching in the field of their major preparation except three who are teaching some hours in the field of their minor or undergraduate preparation.

Faculty appointments

Religious Sisters are appointed to the college faculty by the President of the Board of Directors, and others are appointed to the faculty by the president of the college. The college president makes recommendations to the Board of Directors concerning the appointment of religious members of the faculty. The college president also appoints heads of departments and chairmen and members of all standing committees, and promotes members of the academic faculty on the recommendation of the academic dean and department heads.

The academic dean nominates new faculty members after consultation with department heads and the administrative officers concerned. The academic dean interviews applicants for teaching positions in the college.

Academic promotions are made on the basis of both academic degrees acquired and value of service to the college. The latter includes length of service.

Salary and benefits

An important factor in reducing the actual cash expenditure per student enrolled at Dominican College is the utilization on the faculty of qualified Sisters, who receive no cash remuneration for their services, beyond their maintenance. They are, nevertheless, assigned salaries corresponding to what would be paid to lay faculty of the same qualifications, and this is accounted for as "contributed services" or "living endowment." The Dominican priests on the faculty are recompensed according to arrangements worked out with ecclesiastical superiors of the Province of St. Albert.

Part-time lay faculty members, designated as lecturers, are compensated by an amount per semester hour: currently, $100. Since the college has had little experience with the hiring of full-time lay faculty, the present arrangements, based on cost of living and current salary trends, are looked upon as provisional with the strong possibility of revisions upward. For lay members of the faculty, benefits thus far assured include coverage by Social Security, Blue Cross and Blue Shield hospital insurance, a retirement plan, and a scholarship program for faculty children.

Service loads

Full-time faculty membership at Dominican College involves as a rule:

1. Basic teaching load of 12-16 hours
2. Membership on at least one major committee
3. Service as moderator or advisor in one co-curricular activity
4. Participation in guidance and counseling program of the college

Laboratory supervision, size of class, time spent in administrative and co-curricular work and counseling, involvement in original research or literary productivity, and the number of separate class preparations are all taken into consideration in computing service loads.

Academic freedom

Dominican College recognizes the right of its students to as wide and as deep a knowledge of truth as they are capable of assimilating and the corresponding duty of the college to grant the fullest possible freedom to its faculty and students in their research, instruction, and public pronouncements. Therefore, the college does not restrict freedom of research, teaching and official statements except in matters which involve the doctrines and moral practices of the Catholic religion, or which are subversive of American patriotism.

As a Catholic college, Dominican College cannot tolerate the advocacy of beliefs or practices which are contrary either to what the Catholic Church has defined as true, or what the Church commonly teaches. As an American college, Dominican has as one of its aims to prepare loyal American citizens. In a positive way, the faculty is charged with holding in respect our nation, its history, and its institutions, and presenting this viewpoint to the students.

Research and publication

Except in pursuance of their graduate thesis work, the Dominican College faculty have not entered upon genuine research projects, although one such project is being contemplated in the field of the history of mathematics. One faculty member was released from teaching service for a year and during the past year has been on a reduced teaching schedule while doing research and writing a book on the history of the Dominican Sisters of Racine.

Two faculty members have within the past year published an experimental textbook of social ethics, with the advice and assistance of other members of the Dominican College faculty. This has been a true cooperative venture which seems to presage other projects of like nature, drawing upon the experience and background of the faculty as a whole.

A list of the publications of the faculty, including the results of graduate work, will be found in the Appendix. Book reviews and translations seem to predominate among published articles. In this connection, it should be pointed out that aside from written publication, members of the faculty have gladly shared their experiences and insights by giving talks to groups in and beyond Racine, upon invitation. A partial list of these talks is also given in the Appendix.

Quite apparently, less emphasis has been placed in Dominican College upon research and publication than upon good teaching, and this is likely to be the case in many a small college. This is not to say that the one tends to exclude the other, but rather that the faculty have been preoccupied with their teaching role, both in and outside the classroom.

Provision for in-service growth

The Board of Directors and the administration have provided for the professional advancement of faculty members by occasionally releasing them from teaching duty, either during the summer or sometimes for a semester or longer, in order to pursue graduate study. Attendance at seminars and workshops likewise has been encouraged.

One means which various members of the faculty have utilized for their in-service growth is visitation of other classrooms, in order to learn what is being done in teaching, and to acquaint themselves with the material being taught in courses other than their own. Members of the faculty have also enrolled for credit in courses offered on campus, such as social ethics, Spanish, German, art, and metaphysics.

The academic dean stimulates constant growth and improvement of the faculty by:

1. Encouraging continuous self-evaluation
2. Establishing the primacy of the academic over the non-academic in the hierarchy of faculty responsibility
3. Encouraging research and writing
4. Encouraging faculty members to attend meetings and conventions of learned societies

Learned societies

Faculty members are expected to belong to at least one of the learned societies in their field. According to a survey made by the faculty themselves, all belong to one and many to more than one association. However, there is some feeling among the faculty that there should be active participation at the meetings in order to make attendance worthwhile. Since many of the faculty finished their education as Religious, there is not a long list of memberships in honor fraternities. Six members of the faculty do hold such memberships.

Faculty self-evaluation

In order to acquire information on the faculty and on instruction at its source, the dean asked the faculty to make a critical self-survey between May and September of 1959. The dean wrote in summary of the reports:

> The picture which emerges from the faculty self-survey is one of a sincerely interested faculty that can look at itself objectively and is willing to admit its limitations, but also to value its strengths. There is evidence of alertness on every score, and even more evidence of lack of complacency. However, there is no feeling of undue disturbance about limitations. It seems all are aware that they are teaching in a school that knows where it is going and is well on its way.

Matters covered in the self-survey included preparation of the teacher, present status, knowledge of the student, knowledge of course objectives, methods of teaching, environment of teaching, helps given and received, and contributions other than teaching.

Two areas have received attention as a result of the self-survey. Since a number of the faculty felt that the orientation of new instructors was inadequate, several improvements were inaugurated. The dean now takes the responsibility for an overall orientation period relating to matters in the faculty handbook. The head of each department is responsible for the further and continuing orientation of each professor on his staff.

In the area of preparation, some faculty members noted as a weakness their lack of good preparation in philosophy. As a result of the survey, an introductory presentation of metaphysics was given to the faculty by Father Geraets of the Theology and Philosophy Department in the fall of 1959. In the spring of 1960 the Reverend Benedict M. Ashley, O. P., was called in to spend three days with the faculty in both formal and informal discussion of the problem of philosophical preparation and the need for such preparation for teachers in a school which considers philosophy an integrating factor in its curriculum. Several faculty members have since enrolled in philosophy courses on campus. Also, a professor of philosophy from Marquette was invited to give a lecture on modern philosophy to the faculty in December, 1960.

Faculty participation in educational planning

Every member of the Dominican College full-time staff is a member either of an academic department or a standing committee, or both. The departments are organized under the academic dean, and the composition of the standing committees gives additional representation to the various departments, as well as to the administrative units of the college. Every full-time member of the college faculty is further obliged to attend the monthly faculty meetings, which are not only for the purpose of communication from the top down, but which also provide opportunity for expression of faculty thinking on various institutional problems, and at times for effective action by the faculty as a whole.

Departmental meetings

The department chairmen hold meetings for the purpose of planning, evaluating, and reviewing the work of the departments. Since these groups are small, they provide opportunity for each member to make some contribution when new policies or policy changes dealing with the department are being considered. The members of the department and the chairman together plan course content and write descriptions for the catalog. Recommendations which are brought out at department meetings are taken up with the academic dean by the chairmen of the several departments.

Standing committees

To facilitate the handling of the business of the college and to give a number of persons a direct share in shaping and executing college policies, six standing committees are established. Appointments to committees are made by the president and are confirmed or changed at the beginning of each academic year. Faculty committees are chiefly advisory. Their primary function is to prepare legislation relating to the educational policies of the institution for action by the faculty where that is in order, and to assist administrative officers in the interpretation of such policies after they have been adopted.

The six committees are the Administrative Committee, the Committee on Curriculum and Educational Policies, the Committee on Student Affairs, the Committee on Admissions and Credits, the Committee on Scholarships and Student Aid, and the Library Committee.

The Committee on Curriculum and Educational Policies has a direct relationship to the faculty. Curricular changes originate in the departments or in the administration. These proposals are considered in the Curriculum Committee, and are then brought before the faculty for a vote of confidence. Should serious objections arise, these are referred to the Curriculum Committee, whose responsibility it is to resolve them.

Faculty meetings

Once each month, the faculty meet under the chairmanship of the president of the college. Attendance at these meetings is obligatory for full-time members. Part-time members are invited to attend whenever possible.

Agenda for the meetings are posted for the faculty in advance. Suggestions for items to be included on the agenda for discussion are welcomed.

A current pattern for faculty meetings is to have a directed discussion on some significant topic, such as the importance and feasibility of encouraging co-curricular activities, or the means for integrating the curriculum. If an introductory talk by one of the faculty members is planned, this is followed by questions from the floor and pro-and-con discussion. Routine announcements from college officers are also a part of the monthly meetings.

Provision is made for the faculty to vote on matters presented by committees or requested by individuals or groups. The faculty may by a majority vote authorize reconsideration of a decision made by a standing committee.

Among the topics discussed since September 1957 are the following:

Faculty participation in policy-making
Qualification of the marking system in the
light of the North Central Manual

Ways of getting students to use the library
Suggestions for effective teaching in college
Procedure for budget preparation and control
Demonstration of audio-visual equipment

The faculty considered proposals for:

Policies on student activities
Policy on absence and tardiness
Making up tests and examinations
Revision of admissions policies for freshmen
Requirements for transfer students
Offering a B.S. degree in the broad field of natural sciences
Offering a major in the foreign languages

Other means of communication

Outside of the monthly meetings, the faculty are kept informed about institutional developments and matters of faculty interest by circulars distributed by the administrative units, as well as by faculty newsletter.

The area of communications is frankly recognized as one that requires further attention, not so much by way of formal arrangements, as by the development of a climate favorable to objective discussion on matters which have a broad base of common interest.

INSTRUCTION

The program of instruction at Dominican College is determined by the philosophy of education to which the faculty subscribes. Briefly this philosophy is: since man is created to know God, love Him, and serve Him in this world and thus attain happiness in the next, it is the obligation of the school to aid its students to achieve this end. Particularly and directly the school can help the student to know God in Himself and in His creation. To do this is the aim of the program of instruction. The faculty at Dominican College considers instruction an active and thought-out process by which the student and the truth are brought into such relation that the student will make the knowledge of truth his own. The measure of the success of the teaching is the grasp of the subject matter by the student. A discussion of instruction will include both the efforts of the faculty and the results as they are observed in the students.

Administration concern for instruction

One of the criteria for employing instructors and for advancing them in rank is the effectiveness of their instruction. The college exists to teach and it is, therefore, considered entirely valid to expect instructors to function creditably in that capacity. Research is respected and encouraged, but it does not substitute for the ability and desire to teach.

New instructors are oriented by the dean to their general responsibilities and opportunities, by the curriculum coordinator to the objectives and matter of the curriculum, and by the department head to the specific areas of the instructor's courses. Since the faculty has grown slowly and the turnover is slight, the orientation program only recently came into being and is still in need of some clarification and expansion.

For the teacher in service various means such as questionnaires and surveys, faculty institutes, conferences, and conventions are employed to alert faculty to their strengths and weaknesses and to stimulate them to improvement. In one questionnaire the students were invited to rate the faculty. The results of this questionnaire were not tabulated but were turned over to the faculty for their reactions. The responses of the faculty indicated:

> 84% of the faculty were alerted to some weaknesses in their teaching
>
> 33% of the faculty became aware of some deficiencies that could be easily remedied
>
> 8% of the faculty noted deficiencies that could not be remedied in the present circumstances
>
> Observations of students, both favorable and unfavorable, were just and objective in the estimation of the faculty in about 70% of the answers

Studies on student scholarship have been made available to the faculty in duplicated form. These have been among the most valuable of the studies carried on if value is judged from the practical results. Specifically these studies have influenced admissions policies, curricular offerings, guidance policies, and instruction procedures.

The faculty is not complacent about present student achievement in scholarship. There is need for motivation toward higher achievement. In a study made in 1957 on ways of promoting scholarship the faculty suggested the following as helps to improve scholarship: example of the instructor; interest in individual student progress; honor fraternities; dean's list; graduation with honors; special privileges; publication of achievement. All of these have been used in some way except honor fraternities and graduation with honors. More concerted effort seems necessary to challenge students to achieve at their level of capacity.

Attempts to overcome student indifference have been made through individual guidance. No organized effort has been made because the faculty has indicated that it thinks it is better handled by individual guidance or, if such indifference persists, by asking the student to withdraw either temporarily or permanently.

The question of getting maximum achievement from students of varying abilities is one that needs to be resolved. The faculty generally believes that with present admissions policies, instruction can be directed toward the average ability group. The student of slightly less than the average ability has to compensate by taking fewer credits or by giving greater effort.

At the other end of the scale of ability, the gifted student requires some consideration. It is the experience of Dominican College that the limited number of scholarships and the lack of prestige of the school are factors responsible for attracting only a few gifted students. These few have been, generally, a challenge to themselves. Remarks from these students have indicated that the small classes, the opportunity for conferences with faculty, and the additional credits they are allowed are some compensation for not attending a larger school. Several of these gifted students have gone on to professional schools and graduate degrees and are achieving at a level that is reassuring to the faculty at Dominican College.

Examinations

Instructors may use quizzes and check-tests at their option, but all are required to give at least one examination of two hours at the end of the semester. Formerly it was entirely up to the instructor to determine the type of test that would be given. At present, instructors are advised to include at least one essay-type question in their semester examinations. The alternative to this is to have a mid-term essay examination.

The question which was proposed in a recent institutional study was not how well Dominican College students performed on examinations, but how well the examinations themselves tended to measure those types of learning which were presumably most important in the courses, as indicated by stated objectives. In other words, were the semester examinations well integrated with instruction?

A faculty member made a study of all the course examinations administered in January of 1960, in relation to the objectives of the college as well as the objectives of each department. To provide a basis of comparison a cursory examination was made of semester examinations given at Dominican College two or three years earlier. In making an evaluation, the investigator related the construction of the tests to the college's stated objectives of giving a liberal education (implying depth of learning as well as some breadth) and giving an integrated education, with emphasis on understanding of relationships. A list of findings is as follows:

	Per Cent	
CONTROLLED-RESPONSE:		
Multiple-Choice	6.8	
True-False	1.7	
Matching	2.7	
Completion	4.4	
Total		15.6
ESSAY-TYPE:		
Interpretive	36.8	
Analytic	12.7	
Information-type	25.6	
Problem-type	9.3	
Total		84.4
		100.0

The preceding figures show that semester examinations were nearly 85 per cent essay-type, giving the student an opportunity to exhibit both depth and breadth of learning as well as to show understanding of principles and relationships. This is perhaps easiest for the student to do in the interpretive essay; 36.8 per cent of all the tests were of this type. Of the 15.6 per cent tests which were of the controlled-response type, the largest number, or 6.8 per cent, were multiple choice, which does require some discrimination and evaluation on the part of the student. The investigator pointed out that the true-false and matching tests were well placed in the category of least frequency of occurrence. As with other types of controlled-response tests, they require careful construction in order to be fair and truly objective.

The investigator concluded that much progress had been made by the Dominican College faculty over the past few years in construction of examinations in line with the objectives of the college and the departments. This could be interpreted narrowly as evidence that the faculty are following administrative recommendations as to preferred form of semester examination, or more broadly as indicating an increasing awareness of the objectives themselves, greater adherence to these objectives in instruction, and a consistent follow-through at the point of examination.

Grade and grade distribution

The college uses the letter system of grading which is given the following interpretation:

A	Superior
B	Good
C	Average
D	Passing
F	Failure

Ideally a mark should represent the breadth and the depth of a student's understanding of a subject. Since that is difficult to measure, marks more often correspond to a judgment based upon some kinds of performance. Traditionally these include examinations, class or group discussions, written papers, and oral reports. For the instructor's guidance, a detailed listing of suggested criteria for each of the grades from A to F is given in the faculty handbook. A copy is included in the Appendix.

The pattern of grade distribution at Dominican College very early received critical attention, when the registrar pointed out at faculty meetings that the grades awarded at Dominican did not give a true picture of the ability of the sort of students being enrolled. There was a tendency to award the A and B too easily, while the C mark did not represent average achievement, but frequently what was below average.

The need to retain a student body may have been an important factor in skewing the curve of distribution. Also, classes were small and the close contact of student and teacher may have tended to make the professor appreciative not only of the accomplishment but also of the effort of the student. The introduction of the Graduate Record Examination in 1958 showed that students at Dominican College were not superior to students at other liberal arts colleges. The faculty's attention was called to this fact, with the result that since 1958 the distribution of grades has followed much more nearly the normal curve of distribution. The progress toward realistic grading can be judged from the table below. In graph form, the same data are summarized in the Appendix.

TABLE V

DISTRIBUTION OF GRADES, 1953-1960

Year	% A's	% B's	% C's	% D's	% F's
1953	21	45	28	5	1
1954	22	47	26	4	1
1955	19	48	26	5	2
1956	15	42	34	7	2
1957	17	40	33	6	3
1958	12	34	44	8	2
1959	17	33	44	5	1
1960	14	35	43	7	1

Conclusion

The program of instruction at present operates on a two-semester basis. This is considered preferable because it suggests something of a leisurely approach to education and encourages wider reading. Many students, however, are eager to fill in all but the absolutely required study time with outside work. As a consequence, they choose classes from 8:30 to 2:30 and avoid classes scheduled after 2:30. Because of classroom needs, it will be necessary by the fall of 1961 to schedule more required classes in the afternoon. It is hoped that this will keep students on campus for a greater part of the day and that it will encourage better use of the library.

A plan is also under consideration for changing from the semester to a block pattern which would allow students to pursue only two courses during a six-weeks period for a total of six credits. Much thought must still be given to this program, but it is hoped that some experimentation may begin in 1963.

Note [illegible]

THE LIBRARY

The role of the Dominican College library is to promote the educational objectives of the institution by providing and making readily available the books and related materials which can further these aims. In close cooperation with the teaching faculty, the library staff seeks to assist the student to achieve general self-improvement and specific competence. Through the medium of books and guidance, the library in its own way instills wisdom and respect for scholarship, the fruit of any truly liberal education.

HISTORY

Having its origins in the book and periodical collections of the early St. Catherine's Academy and St. Albertus Junior College, the Dominican College library has taken shape slowly, with very little financial support in the beginning, but in such a way as to provide a solid foundation for future expansion.

In the early years, the librarian worked conscientiously to acquire, one by one, the essential reference works and the periodical sets most needed in a Catholic institution. A lover of books, the librarian took great care to preserve the worthwhile and even valuable volumes she was able to acquire by gift or purchase.

With the new phase of the library's development, beginning about 1954, definite financial provision was made for building up the book and periodical collections to meet present and future needs. Additional space was granted--first, one more room for housing less-used reference books and sometimes reserved books, and then another nearby room for the storage of bound periodicals. Free reading was encouraged not only by library policy and procedures but by greater faculty emphasis on having the students do wide reading. Other developments over the past six years include circulation of magazines and audio-visual materials, development of a pamphlet collection, systematic weeding of obsolete volumes with the assistance of the faculty, a study of the adequacy of the library's holdings with respect to course offerings, and building up the bibliographic strength of the library through increasing the holdings of periodical indexes and other indexes.

The effectiveness of the library, however, was impaired by lack of space for readers, staff, and equipment, and by the fact that the library quarters were, from the fall of 1956 to the spring of 1960, separated from the main classroom building. With the move to the new campus in the fall of 1960, a new era of development became possible. The resources of the library are now fully visible and accessible; the generous provision for readers in both the reading room and the stack area is reflected in the greater amount of study and research going on in the library, and the actual circulation of books is quite naturally on the increase. Finally, the areas for future growth have been anticipated, as far as present foresight can extend.

PHYSICAL FACILITIES

Much study on the part of the librarian, the administration, and the architects went into the planning of the present library, which occupies the north wing of the Dominican College classroom and administration building. At present, the library is housed on the second floor, but eventually it will occupy both second and third floors of the wing above the cafeteria. The library is located at the end of the administration corridor, and directly above the student entrance to the building.

The attractive reading room, well-lighted by windows on three sides and by rows of fluorescent troffers, seats about 150 persons. A variety of seating arrangements has been provided. Colorful persimmon, turquoise, and contrasting black lounge chairs, interspersed with low tables, make up an informal reading area. Chairs are also provided at two tables which accommodate the Reader's Guide and other periodical indexes. The main study area is occupied by traditional rectangular library tables and by round tables for four readers. In addition, along the north side of the room there are six individual study tables with a view of the lake. Built-in wooden shelving makes ample provision for reference books along the walls. Units of straight and slanting shelves accommodate current periodicals.

Opening on the reading room is the lobby, which offers a serviceable arrangement of control desk, reserved book shelves and card catalog. Such bibliographic tools as the Essay and General Literature Index and the Book Review Digest are shelved near the card catalog, of which they are in reality an extension.

At present, the book stacks can accommodate about 20,000 circulating volumes and 5,000 bound periodicals. Stack expansion, however, is anticipated in the area just off the lobby, which is at present utilized as a study room. Moreover, provision has been made for a stack staircase which will in the future connect the library with a second level of book shelving on the floor above. Considering all the possibilities for growth, it is estimated that the college library will be able to house 40,000-50,000 volumes in the future.

Some of the special facilities in the library area are four study carrels near the bound periodicals, a rare book room, office and workroom with running water and ample cupboard space for the librarian's convenience, special closets for convenient storing of newspapers and audio-visual equipment, and a small room which can be utilized by students for listening to music and speech records, for student-faculty conferences, or for typing.

The strong features of the library as a physical unit are the provision for a variety of arrangements for study and research for all classes of readers, and a serviceable open-stack arrangement. The library seats 200 readers, a third of the 600 students who are anticipated for future enrollment. Not least important, the library's architecture and furnishings create a pleasant atmosphere for study, combining "scholarliness of setting" with warmth and color.

HOLDINGS

In building the book collection, the librarian and faculty have been cognizant of the needs of the student for material which is both authoritative and readable. Specific efforts have been made by the librarian to have a supporting book collection for every course offered in the curriculum. In 1956-1957, each faculty member was asked to evaluate the library book collection, reference collection, and periodical titles in support of each course she was teaching. Instructors are periodically reminded and invited to recommend book purchases in support of their courses. This they may do independently or in conference with the librarian. Besides publishers' catalogs, sources for recommendations have been the A. L. A. Books for Catholic Libraries, with its supplements, Winchell's Guide to Reference Books, the Lamont list of books in the Harvard undergraduate library, the Subject Guide to Books in Print, as well as reviews in current professional journals.

Bearing in mind the necessity of making book funds stretch as far as possible, the faculty have been reluctant to suggest books which are either of a very specialized nature or which seem likely to become outdated in a very short time. Neither has the library made an attempt to supply numerous books of a recreational or "hobby" nature, since surveys have shown that Dominican College students are amply supplied with such reading from their local public libraries.

The Racine Public Library, through its extension loan department, has been most cooperative in supplying books to be circulated from the Dominican College library on semester loan. At the same time, the policy has been to build up the college's own collection, so as to become progressively more self-sufficient in areas related to the curriculum.

New subscriptions to periodicals are entered as they are requested by faculty members or as the need becomes apparent. Preference goes to those magazines which are listed in the standard periodical indexes. The library now regularly receives 206 periodical titles, including magazines related to all areas of the curriculum as well as many of a general nature.

Holdings in the various areas of the book collection reflect the curricular emphasis of Dominican College, as well as the perennial needs of the borrowers. A study of the monthly circulation records for the past three years shows that the areas of literature, history, and education are those from which the greatest number of loans are made. These areas, along with the religion section, are those most generously supplied with books. Although the classes in theology are not taught in a way to emphasize outside reading, the feeling is that a well-rounded collection of authoritative books in the area of religion is obligatory upon the only Catholic library in the city of Racine.

The library now has 17,500 volumes. This is a gain of 37 per cent over the 11,000 volumes possessed by the library in 1954, despite very extensive culling of the collection with the advice of faculty members. Included in the above figure are 1,700 volumes of bound periodicals, and 85 volumes of periodical indexes. Not included are more than 1,100 pamphlets, processed for circulation. In addition, there are approximately 1,500 textbooks, not counting manuals and workbooks, which are circulated from the curriculum laboratory to the education students and teachers in training. These books are processed but not catalogued by the library.

It is recognized that the present number of volumes is barely adequate to serve the number of students enrolled. Therefore, gifts have been solicited to increase the numerical strength of the collection. During 1960-1961, approximately $3,000 was made available in gift money for this purpose. With the addition of another full-time librarian, anticipated for the coming year, it will be possible to accelerate the movement of books to the shelves. A realistic goal for the library is 20,000 volumes by the summer of 1962.

EXPENDITURES

The library has been generously supported, proportionately to total institutional expenditures, over the past six years. Actual cash expenditures for library purposes have ranged from 13 to 19 per cent of the total cash expenditures, and from 6 to 8 per cent of the total budget, if contributed services of the faculty are included. In terms of expenditure for books, periodicals, and binding, the Dominican College library has spent annually from $12 to $16 per student.

Each year the librarian submits to the president a budget of estimated needs for the coming year. This in turn is submitted by the president to the Board of Directors for approval as part of the total budget request. Estimates are based on costs of the preceding year, anticipated increases in costs for certain items, and the developmental needs of the library. The annual book allocation is estimated as a lump sum according to the needs of the collection and the number of volumes which it is practicable to process in a year's time. A certain portion, generally one-fourth of the book allocation, is reserved by the librarian for purchase of reference books, and also for purchase of biography, fiction, books in the field of higher education for professional growth, and some books for rounding out the collection which do not fall within the province of any department. The remainder of the book allocation is distributed among the ten departments on the basis of cost of books, proportionate class enrollment, and actual current need for building up the collection in the respective fields.

In allocating book funds to the various departments, the librarian acts with the advice of the Library Committee. She also consults individually with the department chairmen concerning the adequacy of the preliminary allocation. In the control of book funds, the librarian keeps a record of book expenditures by departments, from the order slips, and gives a monthly report to department chairmen of the amounts expended and the balance on hand. The aim is to have each department use up its allocation by the end of the year. A summary of allocations for three years, by departments, is given in the Appendix. Flexibility relative to current needs and opportunities for purchase is a principle followed in making adjustments.

USE OF THE LIBRARY

The Dominican College library is used by students for a variety of purposes: for reserved book reading, for gathering material for term papers and senior theses, for free reading both related and unrelated to course work, for browsing in books and periodicals, and for quiet study.

In terms of those who responded to a questionnaire given in January of 1961, about 19% of the freshmen, 27% of the sophomores, 30% of the juniors, and 77% of the seniors withdraw materials from the library several times a week. Thus, actual borrowing from the college library increases throughout the four years, and very noticeably so in the last year of college. This is the normal pattern in college libraries, and corresponds to the progressively greater emphasis on reading which is to be found in the four-year curriculum.

More spacious facilities in the new building doubtless account for an increase in library use for study and research. Two-thirds of the students responding to the 1961 questionnaire replied that they study in the college library several times a week or daily. In 1958, when a similar questionnaire was distributed, the corresponding figure was only 29 per cent.

Tables VI and VII on the following page indicate the growth in book circulation over the past five years, both in terms of total loans and of loans per student. The increase is from 20.6 books per student on three-week loan in 1956-1957 to 28.7 books per student on three-week loan in 1960-1961; and from 28.3 books per student on overnight loan and longer in 1956-1957 to 40.9 books per student on overnight loan in 1960-1961. The corresponding increases on a percentage basis are 39.4 per cent and 44.9 per cent.

TABLE VI

CIRCULATION STATISTICS -- THREE-WEEK BOOKS FROM SEPTEMBER TO MAY, 1956-1961

Year Sept.-May	Number of Books Used	Full-Time Equiv. Enrollment	Average Loans Per Student
1956-1957	3,241	161	20.6
1957-1958	4,097	179	22.9
1958-1959	3,985	200	19.8
1959-1960	6,047	240	24.3
1960-1961	7,379	257	28.7

TABLE VII

CIRCULATION STATISTICS -- OVERNIGHT AND LONGER FROM SEPTEMBER TO MAY, 1956-1961

Year Sept.-May	Number of Books Used	Full-Time Equiv. Enrollment	Average Loans Per Student
1956-1957	4,550	161	28.3
1957-1958	5,814	179	32.5
1958-1959	5,570	200	27.5
1959-1960	8,880	240	37.2
1960-1961	10,517	257	40.9

It should be noted that the students' reading habits and the stimulus to reading which is offered by the Dominican College curriculum cannot be gauged solely by the college library circulation records. The policy of open stacks means that the circulation record is not a completely accurate index to reading done. (The college bookstore is becoming another important source for books for supplementary class readings, as well as reading of the students' own choice.) It has been found, furthermore, that the majority of Dominican College students make frequent use of the excellent public libraries in the area.

Most frequently cited reasons for using public libraries, in the questionnaire to which reference has been made, were convenience of location near home or place of work, and availability of more books in areas of special interests. Next came availability of more books for assigned reading. It is noteworthy that none of the seniors indicated a need to use public libraries for assigned reading. Apparently the upperclassmen are better served by the college library, in terms of books for classwork, than are the freshmen and sophomores. Steps are now being taken to supply a greater quantity and variety of books geared to the needs of the first and second-year students.

Faculty use of the library is partly reflected in the circulation record. On the average, 58 book loans were made per full-time faculty member during the year 1960-1961. The faculty also make constant use of the library for research in reference books and in periodicals.

THE STAFF

The library is administered by a full-time professional librarian, who is responsible to the president. A second professional librarian, who is at present on the teaching staff, has given valuable advice in the development of the library. The librarian has the help of two desk assistants, one part-time clerical worker, and a student typist. Because the non-resident students generally find their time on campus fully occupied with study and class attendance, the employment of student assistants in the library has been very limited.

The librarian is a regular member of the faculty and of the administrative staff, and serves on the Administrative Committee. She has a Bachelor of Arts degree from the University of Wisconsin, Bachelor of Library Science professional degree from the College of St. Catherine (St. Paul, Minnesota), and a Master of Arts degree from the Graduate Library School of the University of Chicago. She is a member of both the American Library Association and the Wisconsin Library Association and is active in the Wisconsin unit of the Catholic Library Association.

Cognizant of the key role of the library in providing intellectual stimulation to the college community, and of the consequent need for the librarian to have a broad outlook, the administration has been most generous in providing the Dominican College librarian with opportunities for in-service growth. Examples are a summer of foreign travel, participation in a workshop on curriculum-building, and attendance at a symposium on the Catholic's role in a pluralistic society.

The librarian serves as chairman of the Library Committee, which acts in an advisory capacity in matters of library policy and regulation. Members are appointed by the president and have been selected with a view to giving broad representation to the interests of the faculty.

Services

It is the ideal and objective of the Dominican College library to give instructional material and assistance in its use to the entire faculty and student body on an equal basis. Special services and concessions are made when it is judged that the rights of other library users will not be thereby restricted. The aim of the staff is not only to acquire the library resources which will give effective support to the educational objectives of the college, but to make these resources known and readily available.

Faculty

The necessity for close cooperation between the library staff and the faculty is recognized both in theory and in practice. The faculty are invited to acquaint their students with the library's collections, as well as to avail themselves of the wealth of material at their disposal.

The library staff orders books and other materials for faculty members as requested; informs individuals of the arrival of such material and keeps a reserved shelf for books ordered by faculty members; informs faculty as well as students of the arrival of other new books by means of a "new book" shelf near the card catalog; distributes a library newsletter at monthly faculty meetings; orders or obtains on interlibrary loan the books and periodicals which faculty members need for doing individual research; schedules the use of audio-visual equipment throughout the building; calls the attention of faculty members to new publications in their respective fields. In addition, the library provides both books and periodicals having as their aim the improvement of instruction and giving information on trends in higher education. Faculty members may borrow books for the semester, although books are not actually called in until the close of the school year.

Students

Students are extended a three-week loan on books with privilege of renewal, unless a previous request is on file to have the material reserved. Students needing material for a longer time may request special loan privileges. Periodicals, as well as pamphlets, maps, and some phonograph records, are also available for student withdrawal.

A tour of the library is part of the general orientation for incoming freshmen, and is arranged on an individual basis for other first-time students. Through the freshman English classes, students are brought into the library for instruction on use of bibliographic tools and a practical orientation to the library in connection with an assigned term paper. Subsequent library instruction takes various forms. Groups of students who need to be acquainted with specific types of material may spend a class period or more in the library, receiving instruction from the librarian as well as assistance from the class instructor. For example, education students receive a practical introduction to use of the Education Index, and business administration students are familiarized with the variety of specialized materials available for their use. Individual help is freely given by the library staff to those who seek information, need assistance in book selection, or ask for guidance in doing research work.

Other services to students include providing a listening room where a record-player or tape recorder may be used; borrowing material for students on interlibrary loan; and occasionally ordering books or other materials for the library upon student recommendation, and for the immediate use of a particular individual. It is becoming a tradition to display books thus ordered during National Library Week, and to identify them with a book label as Student Choice.

A subjective evaluation of service at Dominican College library was solicited in the student questionnaire which was distributed in the fall of 1958. Exactly one-half checked "excellent" under the question on service. The remainder of those responding, with two exceptions, judged the library service to be satisfactory.

Outside Clientele

Any person in the community is welcome to make use of the books, periodicals, and reference works in the Dominican College library, and to ask information from the library staff in person or by phone. Requests to borrow materials are considered in relation to the prior claims of the regular clientele for the material requested. Dominican College alumni are served on the same basis as enrolled students, with the privilege of borrowing books and periodicals on regular student loan.

EVALUATION

Strengths

At present, the adequacy of the plant must be counted as an important strength. The variety and spaciousness of seating arrangements, with easy access to the book stacks, encourages studious habits in library patrons. Ample space has been provided for future expansion.

Faculty members generally feel that the service which the staff gives to them is a strong point in the library's operation.

They express appreciation for the provisions made for special faculty needs. Also noted are the budgetary provisions for the various departments, in order that no area be neglected while another is over-emphasized.

An opinion frequently expressed by both faculty and students is that the library has a good collection of books, and that the various areas are being built up in such a way as to better serve their needs.

Weaknesses

An obvious weakness is the small size of the book collection. While the library has been receiving generous financial support over the past five or six years, and all areas of the library have been expanded and brought up to date, there are still not a sufficient number of books to serve the growing clientele adequately. This requires acceleration of library growth by additional budgetary expenditures or solicitation of gifts, and by provision of sufficient staff to speedily process the books for the shelf.

The use of the library by students is perhaps not as great as it should be. This may be related in part to the small size of the book collection. However, several other factors should be considered in any interpretation of the statistics on use:
1) Having open stacks partially invalidates the data; 2) Many students find it more convenient to use public libraries because their time on campus is taken up with class attendance; "car pool" scheduling as well as after-school employment for very many of the students tends to limit the time available for spending in the library; 3) In terms of the instructional aims of the institution, it should also be considered that only a few courses require wide reading. The emphasis at Dominican College tends to be on mastery of basic principles, and on critical and thoughtful reading of the "classics" in the various fields, rather than on eclectic sampling of ideas. Nevertheless, it is recognized that purposeful use of the library needs constant stimulus and encouragement.

The following recommendations are made, to increase the effectiveness of the Dominican College library:

1. Extension of service to the Racine community to a greater degree, as the library increases in size.

2. The choice of definite areas of specialization, so that the Dominican College library may cooperate effectively with other small Catholic college libraries in the area.

3. Planning with the students on how to use the library more effectively in a co-curricular way, as a laboratory for testing out ideas, and as a stimulus to the intellectual life and to the Catholic apostolate.

STUDENT PERSONNEL SERVICES

In directing the student throughout his progress at Dominican College, the faculty and administration take stock of the respective roles of student, college personnel, and the local community. The majority of the students are commuters, and spend their after-school free hours off the campus. Accordingly, the picture of student life is seen to vary somewhat from the general one for campus colleges. More responsibility must be assumed by the student, with the advice and guidance of the faculty, for his own self-development outside of the academic sphere. This is the situation at present; future developments may alter it, and this is taken into consideration in institutional planning.

REGISTRATION AND ADMISSIONS

The prospective student is supplied with the college brochure and a questionnaire to determine his high school status. Whenever possible, arrangement is made for an interview with the academic dean. If the high school record meets Dominican College requirements, the student is provided with the catalog and registration forms and when the college has received all admission papers, a final acceptance is issued. If the high school record is not satisfactory, further investigation is made regarding the student.

Entrance requirements

1. Qualitative Requirements

a)	Intelligence Quotient	104 or above
b)	Rank in Class or Scholastic Average	50 or above 80 or better
c)	Presentation of an acceptable score on Scholastic Aptitude Test	

Scholastic Aptitude Test scores are at present being used for a study to determine how these scores correlate with student achievement.

2. Quantitative Requirements

   a) Graduation from high school

   b) Sixteen units of high school work, 7 of which must be earned in the following subjects:

English	3 units
Algebra and Geometry	2 units
History	1 unit
Biology, Chemistry, or Physics	1 unit

Of the remaining, 5 must be academic credits

3. Requirement for transfer students

   Evidence of satisfactory academic standing

Exceptions to any of the foregoing requirements are referred to the Committee on Admissions and Credits. That committee is guided by evidence collected over the past five years bearing upon the possibilities of success of students with deficiencies. The evidence suggests that it is not advisable to admit applicants who score below the minimum on two of the three qualitative admission factors, but that the college takes a reasonable risk by giving the benefit of the doubt to an applicant who scores below the minimum on only one factor. Also, where the student's ability is better than average, but motivation seems to have been lacking, consideration is given to a student who has been out of high school for at least one year.

Where the deficiency is in the Intelligence Quotient, special attention is given to the presence or lack of creative ability in the student, since it has been demonstrated practically that the Intelligence Quotient does not measure creativity.

STUDENT ORIENTATION

Group conferences for freshmen are held during three days of the week preceding the opening of the fall term. Special activities and conferences are arranged to acquaint students with the facilities and services of the college. Included are conferences with the president, the dean, and the chaplain. Placement tests are administered to freshmen during the fall orientation period. Also at this time students complete such records as the Guidance Summary, which includes both family and personal history as well as other information.

The orientation program includes such areas as general guidance, use of the library, improvement of reading and study habits, explanation of the college curriculum, career choice, activities, testing, and subjects suggested by the students themselves. At present the orientation for freshmen is under study, since a wholly satisfactory program has not yet been formulated. Among suggested solutions are:

1. That part of orientation be arranged as separate seminars for men and women.
2. That a program of lectures be given, unified by its theme, and presented by specialists on the faculty.
3. That the freshman English teachers be given a recognized part in the orientation program.

All-school assemblies provide a degree of orientation for the student body, insofar as they help to keep the students informed about the various aspects of school life. Over the past two years, faculty-student discussions have developed out of situations which required the concerted thinking of both students and faculty. The discussion is informal. No decisions are made and no policies are formulated, but the plan has the advantage of improved communication among students and faculty, with a common understanding of problems and an opportunity for pooling ideas and suggestions.

TESTING AND RECORDS

During orientation week, incoming freshmen take Scholastic Aptitude Tests, as well as the Iowa silent reading test. Forms A, B, C, and D of the reading test are administered during the four years of college, enabling both student and the college to watch progress of reading speed and comprehension, as well as to detect the individual's need for help in mastering these skills.

The Graduate Record Examination is administered to sophomore and senior students. While these tests are perhaps primarily useful for indicating the effectiveness of the college's academic program, they are also employed in individual counseling. For example, a senior who is considering application for graduate school may get a better insight into his chance for success by referring to the scores received on the Graduate Record Examination.

Student records

In order to be of the greatest possible service to the student both before and after matriculation, the college makes an effort to acquire and to preserve adequate records about each student. Permanent academic records of active students, inactive students, drop-outs and graduates are kept by the registrar. Included among non-academic records are the health record, results of the college testing program, records of the advisor's interviews, guidance summary, reading improvement record, duplicates of academic term grades, and class load. These records are kept in the office of the dean of students.

As a help for counseling, academic and personnel records are available to members of the faculty and to advisors. Privileged and confidential matters are usually withheld. Test results are discussed with students whenever this seems to the student's advantage.

COUNSELING AND GUIDANCE

Dominican College, recognizing the need college students have for guidance, provides a program under the direction of the dean of students. While the school maintains that its principal means of helping the student to improve himself is through teaching, students are also made aware of and are encouraged to use such means of self-improvement as: various tests to ascertain individual ability and preferences; use of a reading improvement machine; and conferences with the chaplain, professors, job placement officers, and individual advisors.

Choice of advisors

Members of the faculty and the administration are invited to serve as advisors as a normal part of their services to the college. Early in the fall term each student is given the opportunity to choose a faculty member who will act as his advisor. Besides the regular advisors, several priest members of the faculty are available to all students. These priests are also designated as special advisors for men. The chaplain is charged with the duty of caring for the religious needs of the students while they are on campus. Students may confer with any faculty members other than their chosen advisors whenever they wish to do so.

All students are informed about the guidance services which the school provides; they are expected to avail themselves of these services, but there is no constraint. With the present small student body this seems satisfactory. Some adjustment, such as a requirement of seeing the advisor once each semester, may be necessary when informal contacts become more difficult through an increase in the number of students.

Academic counseling

No artificial distinction has been made which would separate academic counseling from general counseling. The academic dean assists students in setting up their program. In the course of the freshman and sophomore year, the student has opportunities to discuss his curricular interests with his advisor and faculty members, as well as with the dean.

In order to provide for proper course sequence and to prevent deficiencies, students are directed during the second semester of the sophomore year to confer with the chairmen of their respective areas of concentration. During the junior and senior year, students confer with their department chairmen on their program of concentration.

Special counseling and arrangement of enriched academic programs for the gifted student are used in promoting scholarship. Instructors hold such students to optimum academic performance, and offer them special privileges, e. g., taking courses by examination, being excused from some class sessions in order to pursue individual research. The credit load of the slow learner, on the other hand, is lowered when that seems helpful. The same arrangement holds for those students who are obliged to engage in part-time employment.

Vocational guidance

While at present there is a tendency with some to advise the early choice of a vocation, experience seems to indicate that several choices are often made before the final decision is reached. To help the student make a wise choice, the guidance program provides opportunities for him to become aware of his capabilities and limitations. A valuable service is rendered by those instructors who point out to their classes the vocational opportunities in the fields in which they teach. Interest, personality, and achievement tests are administered when advisors recommend or students request them.

Placement

The area of placement pertains to the office of the dean of students, who in turn delegates it to college personnel in the professional areas.

Most of the graduates placed thus far have been in the field of education. Representatives of the Racine and Milwaukee public school systems have come to the college to interview interested seniors. The Education Department receives information regarding available teaching positions from a number of localities and school systems, and makes such literature available to senior students by posting it in the curriculum laboratory. Students are also helped to make contact with superintendents in localities of their choice. A number of students, however, do not require any placement service, since their first job comes as an outcome of successful practice teaching work and the recommendation of the school principal under whom they have been working.

The Business Administration Department maintains contacts with employers in the community, who from time to time ask about Dominican College men who are available for employment. While this is not considered as a formal placement service, the college does act as intermediary for acquainting students with employment opportunities. Since the number of senior business students at Dominican College is small, each graduate has better opportunity for obtaining the kind of employment he desires.

A more complete placement program is projected to meet future needs. Follow-up placement is needed to advise the alumni of jobs available for those seeking positions or for those wishing to change positions.

Vocational orientation for education majors

For students electing to major in education, special guidance begins in the sophomore year. The course in introduction to teaching is designed to orient the student to the field. He is given additional orientation through the curriculum in the course in child growth and development. In April of the junior year, the education student makes formal application for the practice teaching he will be doing as a senior. If, in the judgment of the Education Department faculty, the student lacks the requisite personality traits or scholastic ability to succeed in teaching, he is advised at this time to change to another field.

STUDENT LIFE AND ORGANIZATIONS

Student Government

According to its constitution, the purpose of Student Government is to coordinate and direct the co-curricular activities of the students for the good of the students and the school.

All students at Dominican College are members of Student Government, which operates through the Student Government Council. The class presidents of the respective classes, one man and one woman representative from each of the classes, and a representative of the residence hall make up the council, each member having one vote. Student Government is entrusted by the administration of Dominican College with such measure of control and management of student affairs as they show themselves willing to accept and capable of exercising.

Co-curricular activities

Since they are regarded as important in the over-all development of students, co-curricular activities are encouraged to the extent that they are practicable for a commuting student body. They contribute to the maturation of the student by providing opportunities for developing leadership, cooperation with others, and for promoting desirable social attitudes and behavior. A reasonable amount of direction is deemed necessary, and therefore a faculty moderator is provided for each organization.

An effort is made through diversification of activities to meet the social, recreational, and religious needs of students. New clubs and organizations are accepted on campus upon petition of the students themselves, and the vote of the Committee on Student Affairs. A committee appointed by Student Government annually reviews each organization to determine whether it is fulfilling the purposes to which its members have pledged themselves.

An organization to which all students nominally belong is the National Federation of Catholic College Students. The purpose of this organization is to unite the student bodies of the

Catholic institutions of higher learning of the Wisconsin region, in the work of their various commissions. Commissions which have engaged student interest recently are the International Club and the Confraternity of Christian Doctrine. The purpose of the International Club is to foster and promote interest in foreign cultures among students at Dominican College, and to help the foreign students at the college to understand the American culture. The group sponsors various activities such as movies, discussion groups, lectures, and tours. Through the Confraternity of Christian Doctrine, students volunteer for the religious instruction of elementary public school children out of school hours, and have the opportunity to enroll in a non-credit course in methods of teaching catechism. Within the larger NFCCS group, a few thoughtful students are at present initiating a movement to bring before the entire student body live lectures or taped discussions on issues currently of interest to them as Catholic intellectuals.

The men's and women's social organizations, Epsilon Alpha Delta and Delta Kappa Chi, had almost solely provided for the social life of the campus. Beginning with the current year, Student Government is taking over responsibility for all-school affairs, while the social organizations limit their activities to their own membership.

Honor societies and organizations relating closely to the curriculum are wanting, although plans for them have been projected.

There is concern in the school about the adequacy of co-curricular activities. It is agreed that these should not expand rapidly, in view of the limited time that commuters can spend in activities at the school. But it does seem that the co-curricular program, generally, has far greater potential for self-improvement among the students than is being realized.

The women's seminar

With a predominance of men in the student population, it has been recognized that the interests and the psychology of the women students are easily slighted. It is felt that a special program could be arranged for the woman student which would meet her specific needs and prepare her for her future role.

The purpose of the women's seminar, as initiated in 1961, is to help women college students to realize their opportunities and responsibilities precisely as women. The method is the seminar type of meeting, with small group discussions of not less than four nor more than six young women, with faculty members also participating by invitation. Once a month, a general meeting is held for reporting from the various groups, and for proposing topics and projects. The participants are encouraged to read on such topics as the nature of woman, liturgy in the home, possible vocations. As the seminar idea develops, it is hoped that it will include home arts demonstrations and participation in activities (e. g., acting as hostesses at college teas) that lend themselves to practice in womanly virtues.

Cultural opportunities

On campus, an opportunity is provided for students to join together for the cultural enjoyment of good music through the Dominican College Chorus. There is an atmosphere of accomplishment in the chorus work which would be hard to find in other activities. The music of the Chorus is for the public as well as the college, but the primary purpose of the Chorus is for the student's enjoyment of music.

In the city of Racine, cultural opportunities include the art exhibits at Wustum Museum, Civic Music Organization, and the Emily Lee lecture series sponsored by the Racine Public Library. Student interest in these events is encouraged. The school also plans its own program of assembly meetings which students are required to attend.

Religious life

Twice during the school year, a day of recollection is held for all Catholic students. Both those who are attending classes full time and those who have been temporarily limited to a part-time program for academic reasons are required to attend the religious exercises of these two days. Students who are not Catholic are cordially welcomed, but they are in no way obligated to attend.

It is customary for all students to attend the Mass of the Holy Ghost at the beginning of the school year. An opportunity to attend Mass at the college is afforded students at regularly scheduled times. At any time of day, students may stop in at the college chapel for private prayer and meditation.

Health

Each student is required to present a certificate of health based on the form submitted by the college with its application blank. The responsibility for taking care of health largely rests with the student himself, though this factor is by no means neglected in counseling, and in the college's concern for the individual student.

An opportunity for chest X-rays is provided through cooperation with the Wisconsin Anti-Tuberculosis Association. Speech correction is available through the speech therapy service of the college. Student group insurance for accident and illness is recommended for a 24-hour, 12-month coverage at a moderate rate.

While there is not as yet a resident nurse at the college, two infirmaries have been provided, and provision is made for first-aid care of students, given by a qualified faculty member. Women students at the residence hall are given assurance of medical care when they require it. A nurse is readily available, and two good hospitals are in the community. Should an emergency arise, the student's family is immediately informed and consulted.

Athletic program

Because of present lack of facilities, there is no campus athletic program. A Men's Athletic Club was formed with college approval in the fall of 1960. The members engage in team sports, making their own arrangements for a gymnasium for practice and for games.

Last year, an informal program of listing and reporting upon independent physical activities was tried but not found worth continuing. Encouragement of student participation in athletic activities of their own choice in the civic community, such as bowling leagues, does bring students into a natural situation for adult continuation of wholesome recreational participation; it does not, however, contribute to the *esprit de corps* of the college.

Housing

The dean of students assists in locating suitable living quarters for out-of-town students. Off-campus residences meet college requirements and are under the college's supervision. Regulations for such off-campus housing are designed to protect both the student and the landlord.

Dominican College has one residence hall accommodating ten women students. It is furnished and arranged with the view of providing a home atmosphere with a quiet environment conducive to study and concentration. The program aims to develop the principles of democratic Christian living, with the cooperative plan carried out by the resident students who budget funds, purchase supplies, plan and prepare meals, and manage household affairs. Both the housing and the cooperative plan of living are under the direct control and supervision of the college, with a Sister as house counselor.

A campus residence hall for about 30 women is under consideration for the fall of 1961.

Cafeteria

The cafeteria is a favorite place for the students to meet together in small groups between classes, both for study and for recreation and conversation. While it has been frequently noted by the faculty that some students waste their time in the cafeteria and the lounge in playing cards, it is likewise true that classroom lectures and discussions issue in spirited intellectual sparring in the informal atmosphere of the student cafeteria.

Good food at a reasonable price is available for students who stay over the noon period. Coffee and rolls are also served to the students in the morning and throughout the day. Women volunteers from the various Racine parishes provide courteous, efficient service in the cafeteria line.

Financial aid

The college grants a limited number of scholarships every year, recognizing that even though tuition and charges are comparatively low, there are some worthy applicants who would not be able to attend Dominican without financial help. In order to obtain a scholarship a student must rank in the upper quarter of his class, must be a person of high integrity, and must be in need of financial aid. A scholarship may be renewed as long as the student maintains a B average, gives evidence of a spirit of interest, cooperation, loyalty and service; and shows continued financial need. Grants-in-aid are given in certain cases of financial need when the scholastic standing is not high enough to warrant a scholarship.

Government funds under the National Defense Student Loan Program are available at Dominican for the students. The college also handles applications for government assistance to veterans.

The Committee on Scholarships and Student Aid has been functioning since 1958. It meets regularly to review applications for scholarships and to pass on them. Some scholarships have been provided by Catholic organizations and some financial aid to students represents remitted tuition provided out of operational funds. The administration recognizes the value of interesting more of the local organizations in providing scholarship or loan funds. At the same time, students are encouraged to take responsibility for financing their own education.

THE PHYSICAL PLANT

Dominican College campus is outstanding for its natural beauty. The original plot is a 24.5-acre tract of wooded land five miles north of Racine on a bluff overlooking Lake Michigan. A quarter-mile of shoreline gives access to the lake. With only one of the eight proposed buildings constructed, views from all exposures produce a quiet beauty conducive to study and reflection. Fortunately the Sisters of St. Dominic secured in 1961 an additional 62 acres directly south of the original plot. This area, equal and similar in beauty, will be used for expansion. A section is being reserved as location for a motherhouse for the Racine community of Sisters, who own and operate the college.

Growth of physical facilities at Dominican College was slow but regular. Basic expansion developed within the south wing of St. Catherine's Convent on Park Avenue in Racine, when the college became a four-year institution in 1946. Room after room, and then floor after floor were absorbed for college use, and plans began to form for expansion outside the convent building. A plot of land three miles north of Racine was purchased and considered as the site for a new campus but the whole plot totalled only 13 acres. In 1955, the present site was purchased and the 13-acre plot was sold.

Meanwhile, the college opened its facilities to out-of-town women in two houses near the convent, Siena Hall in 1951, and Rose a Lima Hall in 1952. These continued to operate as residence halls until Rose a Lima was returned to the convent for housing purposes in 1959. Siena Hall will be discontinued for college housing in the fall of 1961. A newly-acquired building on the 62-acre addition will be the new residence hall for Dominican College and will accommodate 30 women students.

The decision to become permanently coeducational in 1955 presented the problem of classroom expansion. Accordingly the religious community made available a frame building which was designated Freshman Hall, particularly because the coeducational classes of first-year students met there. Knowing that this arrangement would soon be inadequate, college authorities looked for some means to bridge the gap between the existing facilities and the projected building program. Holy Name parish, four blocks away, agreed to allow the college to use its former elementary school building rent-free for the interim, from 1956 to the spring of 1960. Large classrooms, a biology laboratory, art rooms, and office space were advantages in the new location. During these four years the chief expansion problems were fund-raising and architectural planning for the new 24.5-acre lakeshore campus.

Land improvement

Eight stone jetties were built into the lake for shore protection and the first campus road constructed before building plans were complete. Contractors preserved the natural beauty of the land, especially the clusters of beautiful birch trees.

General plan

In planning the building, much thought was given to future as well as present needs, and space was allocated for an orderly expansion that would not spoil the natural landscape. The thinking was that the college plant should grow by design, not by chance. Placed centrally on the site is the first of eight buildings, the administration and classroom building. Around it are planned a dormitory for women; physical education, fine arts, science, and classroom buildings; a chapel; a faculty house. Now that additional acreage has been obtained, a more spacious arrangement is being planned.

The first building

The present building is a three-story structure, built of concrete and brick. Large window areas and light blue metal panels highlight the exterior. Stone terraces fit the building into the natural contours of the ground.

Facilities include administrative offices; a chapel, expandable by the use of folding walls to accommodate about 350 students; classrooms of various sizes; a library and education laboratory; a 35-station electronic language laboratory; 12 small rooms that double as faculty offices or teacher-student conference rooms; a music department of seven studios and practice rooms; an art department of four large studios plus office and storage areas; a science and mathematics floor including five laboratories, offices, preparation rooms, and a science theater; a speech and hearing habilitation center; a student services area consisting of a book store, lounge and locker rooms, infirmaries, and a nurse's office; a large kitchen surrounded by the student cafeteria and four special-purpose dining rooms; a convent area which houses the Sisters who are on the faculty. A ground floor under one wing contains the boiler room, workshops, and ten large storage rooms.

These facilities are more than sufficient for the present enrollment of 350 and will accommodate 600 students adequately. For flexibility in development the following features were included in the first building:

1. The convent area can be converted into ten classrooms by removing temporary concrete block walls when other faculty housing is provided. Lighting and heating arrangements are already installed for the transfer.

2. The classroom area above the library is designed for future library expansion.

3. The boilers are large enough to heat the next two buildings.

4. The cafeteria can be extended; the kitchen is already sufficiently large to provide food service for 1,000.

When new buildings are added to the campus, these changes can be made with a minimum of expense, because they have been planned in advance.

Heating

The building is heated by natural gas through a hot-water system. Thermostat control in every room provides for individual differences in heat requirements. Unit ventilators in all classrooms provide fresh air. During this first year of occupancy, constant checks are being made on the controls which do not yet operate perfectly. This adjustment schedule is expected and was predicted.

Lighting

The electrical contractor and a consultant gave special attention to the lighting needs of every room, checking foot candles and providing fixtures accordingly. Exit lights fulfill the code requirements of the State Industrial Commission.

Safety

The building is of fireproof construction and has been awarded an excellent fire rating. Fire bells, enclosed stairways, and a sufficient number of exits have been provided and the state codes observed in all respects.

Maintenance

A licensed maintenance engineer is in residence and is in charge of the building. A professional group has been employed to take over the cleaning duties. Landscaping of the campus is nearing completion and will need constant attention after the contractor's responsibilities have been met. The period of maintenance service and guarantee is still in effect, and contractors are instructing college personnel on the maintenance requirements.

Future plans

Plans for physical development are dependent on a number of factors: availability of funds, enrollment and clientele, curriculum development. In all probability a dormitory for women will be the next building to be erected, for one area in it could provide housing for the Sister faculty and their present facilities could become classrooms. Also, a dormitory could be financed by a government loan. The possibilities of proceeding with these plans are being explored.

ADMINISTRATION OF FINANCES

The expansion of Dominican College has proceeded slowly, with expenditures for current operation not exceeding a modest income. The work of the business office is to collect, disburse, and invest funds, and keep accounts for the various sources of income for the college, to supervise centralized purchasing, and to keep college administration and faculty informed on matters budgetary and financial.

Stability of income

By avoiding too rapid an expansion, and especially through the contributed services of the Religious members of the faculty, the college has maintained itself on a sound financial basis. The Sisters of St. Dominic of Racine, Wisconsin, Inc., have assumed the financial responsibility for the capital debt resulting from the opening of a new campus in the fall of 1960.

Sources of stable income for operational expenses are:

1. Tuition and fees
2. Contributed services of the Religious members of the faculty
3. Annual gift from the Wisconsin Foundation of Independent Colleges

The 1959-1960 financial status study, summarized here, gives the picture of average income and debt per student. The debt is computed with "contributed salaries" as a component of expense per student. In actual cash, there is no debt.

FINANCIAL STATUS STUDY 1959-1960

1. Stable income:	Per Student	Total
Tuition and fees		$ 61,952.40
Lay students only	$ 309.76	
All students	$ 166.09	
2. Expenditures:		
Actual cash	$ 119.33	$ 44,511.34
Contributed services included	$ 538.21	$200,751.52

3. Debt:

	Per Student	Total
Expenditures (including contributed services)	$ 538.21	
Income (actual cash)	166.09	
Debt per student	$ 372.12	$138,800.76
Income (actual cash)	$ 166.09	
Expenditures (actual cash)	119.33	
Gain per student	$ 46.76	$ 17,441.48

Until fall, 1960, the Sisters of St. Dominic supplied the financial needs of the Sisters on the faculty, and made available the use of a wing of the convent, rent and utilities gratis. Therefore, in terms of actual cash received and disbursed for operating purposes (excluding the contributed services) there was a gain of $46.76 per student, or a total of $17,441.48. These funds were transferred to the building project.

4. Basis for figuring the enrollment:

The average of the two semesters full-time plus the full-time equivalent of the part-time students was added to the full-time equivalent of the summer session students. Twelve credit hours is considered a full-time program.

Lay students	200
Religious	173
Total enrollment	373

5. Distribution of expenditures, 1959-1960

	Per Cent of Expenditures	
	Actual Cash Only	Actual Cash Plus Contributed Services Included
General administration	8.5	16.7
Student activities and services	3.3	10.2
Public services and information	4.3	.9
General institutional expenses	15.7	3.5
Sisters' educational expenses	4.1	.9
Instruction	35.5	58.0
Library	14.4	6.1
Operation and maintenance	14.2	3.7
	100.0	100.0

Tuition

The tuition which has been charged has been relatively low, in consideration of these factors: the facilities which the college could offer before 1960 did not justify a high tuition; and a college without campus living accommodations could not be expected to attract many students from the higher income brackets.

In September 1960, a raise in tuition, with fees absorbed, took effect and could easily be justified by the improved campus and facilities offered. As a further boost to current income, the Sister students were for the first time charged one-half the regular tuition; formerly their entire tuition had been remitted. An increase in enrollment also bolstered the income from tuition in 1960-1961.

Contributed services

The contributed services of the 30 Religious members of the faculty have been estimated as equivalent to a "living endowment" of three million dollars.

While the Sisters receive no salary, their board and maintenance must be considered in the college expenses. This was not true when the Sisters made their home at their convent motherhouse at the first college campus.

COST OF OPERATION

Until the fall of 1956, the college was housed in a wing of St. Catherine's Convent, with a classroom annex which was also on convent property. At this time, there was very little expense for maintenance and utilities. Heat and light were provided by the convent. For the next four years,from the fall of 1956 until the spring of 1960, Dominican College was given the use of a rent-free building. Heat, light, and janitor service became items of expense. In the fall of 1960, the college moved to the present campus, taking possession of a two and one-quarter million dollar plant. Now, for the first time, it could be seen whether the college was able to pay its own operating expenses entirely out of current income. This past year's experience has proved that it can.

Systematic amortization of debt

The loan contract made by the Sisters of St. Dominic for the amortization of the debt calls for quarterly payments over a period of 20 years. Since the ability of the Sisters to take care of their debts has been demonstrated in the past (particularly in financing the construction of St. Catherine's High School) there was no difficulty in obtaining a loan.

The contribution of the college to the amortization of the debt incident to the new building is the sponsoring of a local campaign to raise one million dollars.

Budget preparation and control

The business manager prepares proposed budget forms giving the previous year's approved budget. Before March 15, the forms (in duplicate) are distributed, with a letter of instructions to persons responsible for budgetary units.

The two copies of the budget proposed for the following year are returned to the business office before March 31 for summarizing. Budget proposals from the departments of instruction are reviewed by the academic dean.

The business manager prepares the summary of proposed budgets for consideration by the president before April 15. The president's recommendations are then submitted to the Board of Directors for approval.

One copy of the approved budget is returned to the person responsible for the respective budgetary unit; one is kept in the business office.

Monthly, the business manager submits to each person responsible for a budgetary unit Form B 210, indicating the expenditures incurred and the free balance at the end of the previous month. Budgetary adjustments for operating expenses may be made by the head of a department insofar as not to exceed that part of the budget approved for the respective department. Adjustments for equipment or beyond the approved budget require the approval of the president in writing, in duplicate (Form B 211). One copy is submitted to the business manager; one copy is retained by the head of the department.

Purchasing

Centralized purchasing is the usual procedure; exceptions are made for the bookstore, cafeteria, and library.

The following is taken from the faculty handbook, p. 27:

> The steps involved in the procurement of supplies or services for the college are:
>
> 1. The requisition (Form P 100 for money or local purchases; Form P 101 for mail order purchases) is submitted by the head of a department to the business office.
>
> 2. A purchase order (Form P 103) is issued and the requisitioning department receives a copy of the purchase order. This copy serves as a receiving report. Indicate on it the items received; mark off any items ordered but not delivered. Report any loss or damage on the receiving report.

Accounting

Double-entry system, machine accounting is the general accounting plan. The business office follows closely procedures recommended in College and University Business Administration by the American Council of Education.

An annual certified statement by certified public accountants was inaugurated in 1958. A quotation from the 1958-1959 report of the certified public accountants evaluates the current procedures:

> During the past year progress has continued in the development of the accounting system for Dominican College. A new accounting machine has been installed, and the journals and ledgers will gradually be transferred to the machine accounting system during the coming year. The members of the Administration of Dominican College are to be complimented for their foresight in adopting modern accounting methods.

Financing of student activities

All funds are held in trust by the college business manager. Organization "check books" are issued to the treasurer of each organization. When funds are needed, the treasurer fills out the stub and the "check" and gets the signature of the faculty advisor and the organization's chief officer. The "check" is presented to the college business manager, who completes the transaction. In cases where a sum of money is requested and the exact amount needed is not known, the treasurer returns the change to the college business manager as a deposit, and so enters it on the next stub. At the end of the school year the "check books" are returned to the college business manager.

Auxiliary enterprises

Auxiliary enterprises are those which are revenue-producing, e.g., bookstore, cafeteria, residence hall, etc. The accounts of these activities are kept separate from those for educational and general activities.

Investment policies

The business manager, with the approval of the president and the treasurer of the corporation, invests the college funds. The college has no endowment funds for long-term investments. Money collected for the building fund and surplus current funds have been invested for short terms. It has not yet been found necessary to draw up formal organization or plans for investment management. All the college's investments have been in negotiable securities. Reports on financial administration are made to the Board of Directors quarterly.

Projection

As income from student tuition and other sources increases, it will be possible to adopt more liberal policies. In the following areas in particular, more of an investment is recognized as being desirable: lay faculty (particularly men), secretarial help, student aid, library, and a research program.

PUBLIC RELATIONS

One of the most important resources the college has to work with, though one of the most difficult to analyze or classify, is its relationship to its various publics other than its own students. Chief among these is doubtless the Racine community; a second is the religious community to which the college belongs, the Sisters of St. Dominic of Racine, spread out into five states and serving 42 schools. Dominican College has recognized the importance of the relationship and has undertaken a program for keeping both the local community and its own religious community informed of its progress and activities.

Newspaper publicity

For contact with the community at large, it has been the college policy to develop good working relations with the local newspaper, the Racine Journal-Times. There was some difficulty before 1955 in convincing newsmen of the value of reporting the school's activities. In retrospect, this was to a degree understandable; the college was without good facilities, housed in a convent (which fact built up the idea that it was a school for prospective Sisters), and the enrollment was small. From the time that a project for a new building got under way, however, interest developed, reflected in an increasing amount of space given to Dominican College in the press, particularly the local newspaper. Scrapbooks of newspaper clippings from September of 1952 to the spring of 1958 yield the following statistics.

TABLE VIII

NEWSPAPER PUBLICITY 1952-1958

	RACINE JOURNAL-TIMES		CATHOLIC HERALD CITIZEN		OTHERS	
Year	Column Inches	Frequency	Column Inches	Frequency	Column Inches	Frequency
1952-1953	84	22	37	8	--	--
1953-1954	307	35	40	9	29	4[a]
1954-1955	396	31	115	15	33	5[b]
1955-1956	266	27	80	13	66	5[c]
1956-1957	653	97	46	8	118	20[d]
1957-1958	609	65	60	6	84	8[e]

[a] Four papers

[b] Four papers

[c] Three papers

[d] Twelve papers

[e] Six papers

By way of analysis, the 1956-1957 publicity in the Racine Journal-Times, with its high of 652 column inches, has two explanations. That year the controversy on whether Dominican College students should be allowed to do their student teaching in the public schools was attracting local attention. Also, from October 1956 to March 1957, the college employed a director of public relations, with publicity a part of his program. A full-page feature story was run on the cooperative way of living in Dominican's residence hall, and this accounted for 162 column inches.

In the years since 1957-1958, not shown on the chart, local newspaper coverage and publicity in the archdiocesan weekly paper, the Catholic Herald Citizen have been maintained at a satisfactory level. Other public relations media, as indicated in the chart, include the Milwaukee Journal, the Milwaukee Sentinel, the Kenosha Evening News, Beloit and Janesville newspapers, and those in the home towns of resident students. Publicity in distant places has not been particularly sought as a means of recruiting, since dormitory facilities are very limited.

General observations on this phase of the public relations program of the college are that publicity matter has been more concerned with the physical development of Dominican College and with co-curricular activities than with its educational program. Student affairs have been reported, but not consistently. It is hoped that in the future the students themselves will take greater initiative in obtaining newspaper coverage of student affairs.

Talks, activities, participation in community affairs

Besides the press, Dominican College has various other means of communicating with the local public, and thus telling its story. As indicated by the listing in the Appendix, members of the administration and faculty are invited to give talks to home-school groups, parish societies, and occasionally to professional or industrial groups. Through the development program, begun in 1957, men in positions of leadership have made speeches to church and industry groups about Dominican College, its program, and its potential as a community asset.

Dominican College is known to local people through the activities in which the college engages. The student teaching program acquaints school personnel of Racine and Kenosha with

Dominican as an institution for the preparation of qualified teachers, and indirectly with the curriculum and the philosophy of education of the college. Many local individuals have become acquainted with the college through the Speech and Hearing Habilitation Center, by means of which hundreds of children and adults handicapped in the communications skills have received help during the five years in which a therapist has been serving at Dominican College. The work of the center has been publicized to civic groups, and has attracted gifts from individuals and from local organizations. Still others know Dominican through its Art Department. Several outdoor statues produced by the artist who heads this department are erected in the residential districts of Racine.

A major contribution to the work of the school as well as to community-college relations has been the equipping by a local firm of a 35-booth electronic language laboratory as a demonstration center. A three-dimensional exhibit featuring Dominican College and its work was on display recently in the cafeteria of one of Racine's large industrial plants. Another local company in the winter of 1961 featured a picture of Dominican's new campus on the front cover of its house organ.

Faculty members have participated in and have even initiated civic activities. Through the efforts of a member of the Language Department, Racine became affiliated in 1957 with the United Towns Organization and was officially twinned with the city of Montelimar, France. Through this relationship, industrial products of Racine have been displayed abroad, and in exchange, the products of Montelimar have been brought to Racine. Two faculty members of Dominican College serve on the Mayor's Committee for the United Nations. Dominican is represented in the Chamber of Commerce by two faculty members, one on the Education Committee, and the other on the Training, Serving, and Merchandising Committee. Representatives of the college faculty and administration have been invited to special cultural programs sponsored by a local foundation, and through attendance at these gatherings they have helped to establish Dominican in the local cultural scene.

Field trips should also be mentioned as a college-community contact and resource, with Dominican College students learning much from tours through local plants and institutions, and the personnel of these industries and agencies in turn acquiring a knowledge of the work of the college. On the other hand, meetings held at Dominican by various local groups, and "open house" tours through the new building have in many cases cemented friendly relations between the college and its civic neighbors. As one example, the women's auxiliary groups of the two local hospitals, one Catholic and the other Protestant, held a two-day fabric show in the cafeteria of Dominican College in the spring of 1961, and all those attending the show were invited to tour the building. Much positive good will appears to have resulted from the occasion.

Official agencies for public relations

By way of official arrangement for effective college-community relations, both the office of public relations and the lay Board of Advisors should be mentioned. The Board of Advisors and its work as interpreter of the college to the community, and of the community's interests to the college, have been described in the section on administration. The Board has made the problems of Dominican College its own and the administration has benefited from seeking and following its advice. Members of the Board are citizens highly regarded in the local community and have been influential in creating interest in higher education and in drawing support for Dominican College.

For liaison with the press and to publish information generally, a public relations office was created in 1958. Besides editing press releases, the office has prepared a number of brochures and mailing pieces for wide distribution, and has been responsible for occasions like parents' night, and meetings of Dominican College personnel and the counselors of high schools in the surrounding area.

A special public -- The Sisters of St. Dominic

Without the Sisters of St. Dominic, Dominican College could not continue in operation. They are the greatest contributors of funds and of service which the college can claim. As a special public, they are entitled to a program which will keep them informed on developments and college news. This program includes a monthly newsletter to all the houses of the religious community, located in five states; the school paper, *The Voice*, which is also mailed to all the houses; daily or occasional bulletins posted during the summer session for the Sisters in attendance; question-box sessions during the summer session; and special visits to the new college site arranged for various groups of the Sisters.

Summary of public relations

Much organization work in public relations remains to be done, and the office of public relations will grow with the school. However, indications of public interest suggest that a good foundation has been laid, that Dominican College is being favorably represented to its clientele, and that it is being incorporated into the life of the Racine community. In like manner, the work of the college is drawing increasing interest from the Racine Dominican Sisters, even those who are stationed at a distance from Racine and who have little actual contact with Dominican College.

INSTITUTIONAL STUDIES

Dominican College has engaged with profit in the labor of self-evaluation. The following pages contain a summary of the investigations carried out by faculty members, in tracing historical developments, defining status, and determining weaknesses and strengths. Much of the material described in this section has been cited in previous chapters.

Objectives

An examination of the faculty minutes shows that from the very beginning, the college was concerned about general and specific objectives. Various statements of these institutional aims were drawn up for catalogs and other publications. In 1957 a study was made of statements from a number of sources and of their relation to the curriculum and to the clientele.

From a detailed study of the relation of course objectives to departmental objectives, of these to the objectives of the school, and with reference to a clientele study, it was concluded:

1. That most of the stated objectives were closely related to the curriculum.
2. That some of the stated objectives were completely idealistic and not directly capable of attainment through the curriculum.
3. That the faculty was well aware of the main objectives of Dominican College and subscribed to them.
4. That the real objectives of the school coincided with the principal aims of the clientele, as entering students had stated them when enrolling at Dominican.
5. That some of the statements in the catalog and in other printed material tended to obscure the real aims of the college rather than to elucidate them.

As a result of the study, a careful restatement of objectives was determined upon, and was divided into two sections: the one, a statement of ideals, which was incorporated into the introduction of the faculty handbook; the other, a concise statement of objective purposes of the college, reduced to outline form, and accepted by the faculty as a fair statement of the aims of the school. The latter was incorporated into the college catalog, and is the statement which appears in the present self-study.

Clientele

To determine the appropriateness of the college program for the clientele, several studies were undertaken. By means of questionnaires to students and alumni, information was gathered on such matters as the socio-economic status of students, on their acceptance of the curricular and extra-curricular program, and on the effectiveness of the guidance program. As a result of these studies, some changes were made and others are contemplated. It is the opinion of the faculty that this must be a continuing study, since the status of the clientele does not long remain the same.

Curriculum

Perhaps the most ambitious study the college has undertaken has been the faculty-wide concentration upon the curriculum from 1954 to 1958. Under a competent faculty coordinator this became the subject of a two-hour weekly meeting for two consecutive years. By the middle of the second year experimental programs were ready and these were subjected to general criticism before being incorporated into the program of the college in the following September. The entire faculty continued to interest itself in this curriculum until 1958, when responsibility for it was turned over to the Committee on Curriculum and Educational Policies. The interdepartmental interest created by the faculty-wide study was one of its most important outcomes.

Instruction

Studies on instruction have depended upon the subjective criteria provided by faculty self-analysis and student response to questionnaires, and on the objective criteria of examinations and grades. Through the self-analysis of the faculty, each member was alerted to some of his own strengths and weaknesses. Student response to questionnaires has been helpful and was usually welcomed by the faculty.

The objective criteria have been valuable in suggesting specific correctives and in encouraging the faculty in methods of instruction that have proved successful.

Administration

The administrative functions at Dominican College have been the subject of prolonged study. The setting up of standing committees, the organization chart, the duties of the various officers, and the functions of the Board of Trustees were discussed with an outside consultant in the years 1956-1958. Since its inception in the fall of 1959, the Administrative Committee has been engaged in discussing and clarifying administrative policies and procedures. In particular, the committee made a study in March and April of 1960 of the Constitution and By-Laws, accepting them as revised on April 26, 1960.

Library

The entire faculty was called upon to evaluate the book collection in support of the various courses being taught at Dominican College in 1956-1957. As a result of the questionnaires returned, the librarian and faculty both weeded the collection and acquired books and periodicals in all fields. One faculty member also assisted in checking Dominican College holdings against standard lists of reference books. Studies have been made both of relative book costs and of relative class enrollments in setting up annual book budget allotments. Two studies of library use, based on questionnaires completed by the students, have given a realistic picture of the function of Dominican College library in relation to other sources of books and periodicals available to the students.

Personnel services

The dean of students made a status study of student personnel services in 1957-1958, and again in January 1961. The studies were both historical and evaluative.

The 1961 study concluded: "It seems wisest to observe and consider carefully incoming trends and developments in regard to student needs and to make decisions pertinent to this area only after such consideration and study are supported by both competent counsel and experience."

Members of the faculty have made studies of student employment, student loans, insurance, and student activities. The alumni questionnaire contained several sections which provided some evaluation of Dominican College's services to students.

Physical plant

Space utilization studies were made both at the old building and again in 1960 at the new campus. The earlier study pointed up the factor of small enrollments in many of the classes, and adjustments were made in the new building to provide a few more small rooms instead of many large ones. While the latest study on space utilization shows that a great deal more space and facilities are available than are in use, this is considered desirable at the present stage of development. One practical result of the study has been to release a number of little-used conference rooms for assignment as offices to individual faculty members.

Business administration and finance

The business office has improved its accounting procedures through study and application of the recommendations made by certified public accountants, as well as through reading and attendance at workshops. The contribution of the business office to better understanding of the general financial picture of the college's operation has been the preparation of annual financial status studies.

INSTITUTIONAL STUDIES MADE BY DOMINICAN COLLEGE FACULTY MEMBERS

Objectives

1. A study on course objectives - Committee on Objectives
2. Examinations as they reflect objectives - Sister M. Elaine, English Department
3. Comparison of strengths and weaknesses of Dominican College in comparison with other schools, as expressed by transfer students - Sister M. Gabriel, History Department

Clientele

4. Clientele study - Sister M. Samuel, Academic Dean
5. Socio-economic status of students - Sister M. Samuel, Academic Dean
6. Student employment - Sister M. Josepha, Language Department

7. Alumni report, 13 studies in various areas based on report - Sister M. Denise, Music Department

8. Significance of admission factors - Sister M. Theodore, Registrar

9. Graduates in various categories, 1948-1960 - Sister M. Theodore, Registrar

10. Evaluation of graduates in the Education Department - Sister M. Theodore, Registrar

11. Religious preferences of students, other than Catholics - Sister Dominic Marie, Natural Science Department

Curriculum

12. Curriculum and program of concentration - Sister M. Celeste, Curriculum Coordinator

13. Integration in the curriculum - Reverend M. Hynous, Theology and Philosophy Department

14. Study of effectiveness of the freshman composition course - Sister Marie Bertrand, English Department

Faculty and Instruction

15. Faculty self-study - All faculty members

16. Faculty alertness - Sister Mary Magdalen, English Department

17. Faculty competence (degrees held, memberships, publications, etc.) - Sister Mary Anthony, Language Department

18. Effectiveness of classroom teaching - Sister Mary Magdalen, English Department

19. A technique in teaching - Sister Mary Hortense, History Department

20. Encouragement of scholarship - Committee on Instruction

21. Grading practices through the years - Sister Ada Marie, Natural Science Department

22. Comparative study on basis of Graduate Record Examinations - Sister M. Theodore, Registrar

23. Comparative study on basis of Teacher Education Examinations - Sister M. Theodore, Registrar

Library

24. Comparative study of library book withdrawals - Sister Ada Marie, Natural Science Department, and Sister M. Helen, Librarian

25. Circulation studies made in the library, 1956-1958 - Sister M. Helen, Librarian

26. Study of relative class enrollments for library book allocation guidance - Sister Dominic Marie, Natural Science Department, and Sister M. Helen, Librarian

27. Library progress report, 1955-1960 - Sister M. Helen, Librarian

28. Reading habits of the faculty - Sister Mary Hortense, History Department, and Sister M. Helen, Librarian

29. Student questionnaire on the library - Sister M. Helen, Librarian

Personnel Services

30. Personnel services status study - Sister Mary Catherine, Dean of Students

31. Scholarships and loans - Mr. R. Feucht, Business Administration Department

Physical Plant

32. Space utilization studies:
    1958 - Sister M. Cordula, Music Department
    1960 - Sister Walter Reginald, Mathematics Department

Business Administration and Finance

33. Business and finance status study - Sister M. Barbara, Business Officer

Public Relations

34. Study on public relations and press coverage - Sister M. Rosita, President

35. Information program for Racine Dominican Sisters - Sister M. Rosita, President

36. Student information on Dominican College - Mr. R. Feucht, Business Administration Department

PROJECTIONS

The years immediately ahead promise significant growth and expansion for Dominican College. In order to be prepared, the faculty are constantly making and modifying plans to meet the changes as they occur. Since more than quantitative growth is involved, some tentative plans of an experimental nature have been projected, keeping in mind the clientele which the college now has and that which it desires to attract in the years ahead.

Some plans for the college can be made with reasonable assurance that they will mature; others may be modified by circumstances. On the basis of experience so far acquired, the administration of the college foresees the possibility of realizing the projections listed below. The order followed for each year is that of the contents of the self-study.

1961-1962

1. No change in objectives
2. Increased enrollment from 209 full-time to 300 full-time students
3. Completion of four-year cycle of CEEB testing and initiation of a study on the relationship between entrance examinations and student progress
4. Addition of third year in chemistry and art
5. Application of new Wisconsin requirements to teacher education program
6. Designation of a dean of men
7. Addition of one faculty member with Ph. D. in chemistry
8. Addition of one faculty member with Ph. D. in education
9. Addition of one faculty member with M. A. in business administration
10. Experiments in new teaching techniques
11. Faculty study of testing
12. Introduction of end-of-term "Reading Week" at discretion of professors
13. Continued support of library with relatively high percentage of total budget (13% of budget excluding contributed services)
    - a. Purchase of microfilm reader
    - b. Strengthening specific areas in library:
        - (1) Business administration
        - (2) Social sciences
        - (3) Natural sciences, especially periodical material

        - (4) Art
        - (5) Periodical collection, particularly back volumes of scholarly magazines

14. Opening of residence hall for about 30 women

15. Organization of the following committees of the Advisory Board:
    - a. Public relations committee
    - b. Cultural programs committee
    - c. Committee for continuing support of the college

16. Application to The Johnson Foundation for help in important areas:
    - a. Library
    - b. Faculty growth
    - c. Revision of social science program
    - d. Student aid
    - e. Program of visiting lecturers and artists

17. Initiation of a program to contact additional Foundations for support

18. Increase of secretarial help

19. Scholarships for Sisters from foreign countries

1962-1963

1. Increased enrollment from 300 to 400 full-time students

2. Addition of fourth year in chemistry and in art

3. Addition of third year in biology

4. Addition of one faculty member with Ph. D. in psychology

5. Establishment of Department of Psychology separate from the Department of Theology and Philosophy

6. Introduction of work toward a degree in medical technology

7. Addition of part-time faculty in art

8. Faculty workshop on constructing tests in various courses

9. Continued high-level support of the library

10. Preparation of second manuscript in the social science sequence
11. Setting up of a revolving loan fund for students
12. Preparation of some institutional studies for publication
13. Initiation of a summer-school program in new trends in mathematics
14. Expansion of cultural programs
15. Series of three to five faculty lectures or readings for student assemblies

1963-1964

1. Expansion of objectives to include some form of adult education
2. Increased enrollment from 400 to 500 full-time students
3. Continued high-level support of library
4. Completion of a field of concentration in one foreign language
5. Addition of faculty in mathematics and foreign language
6. Experimental use of second text in the social sciences
7. Experiment with "block plan," program of consecutive six-week periods
8. Addition of dormitory facilities to house Sister faculty and women students
9. Provision of additional classroom space by release of dormitory area in present administration building

1964-1965

1. Increased enrollment
2. Completion of second text in the social sciences
3. Addition of faculty member with Ph.D. in history
4. Addition of field of concentration in second foreign language

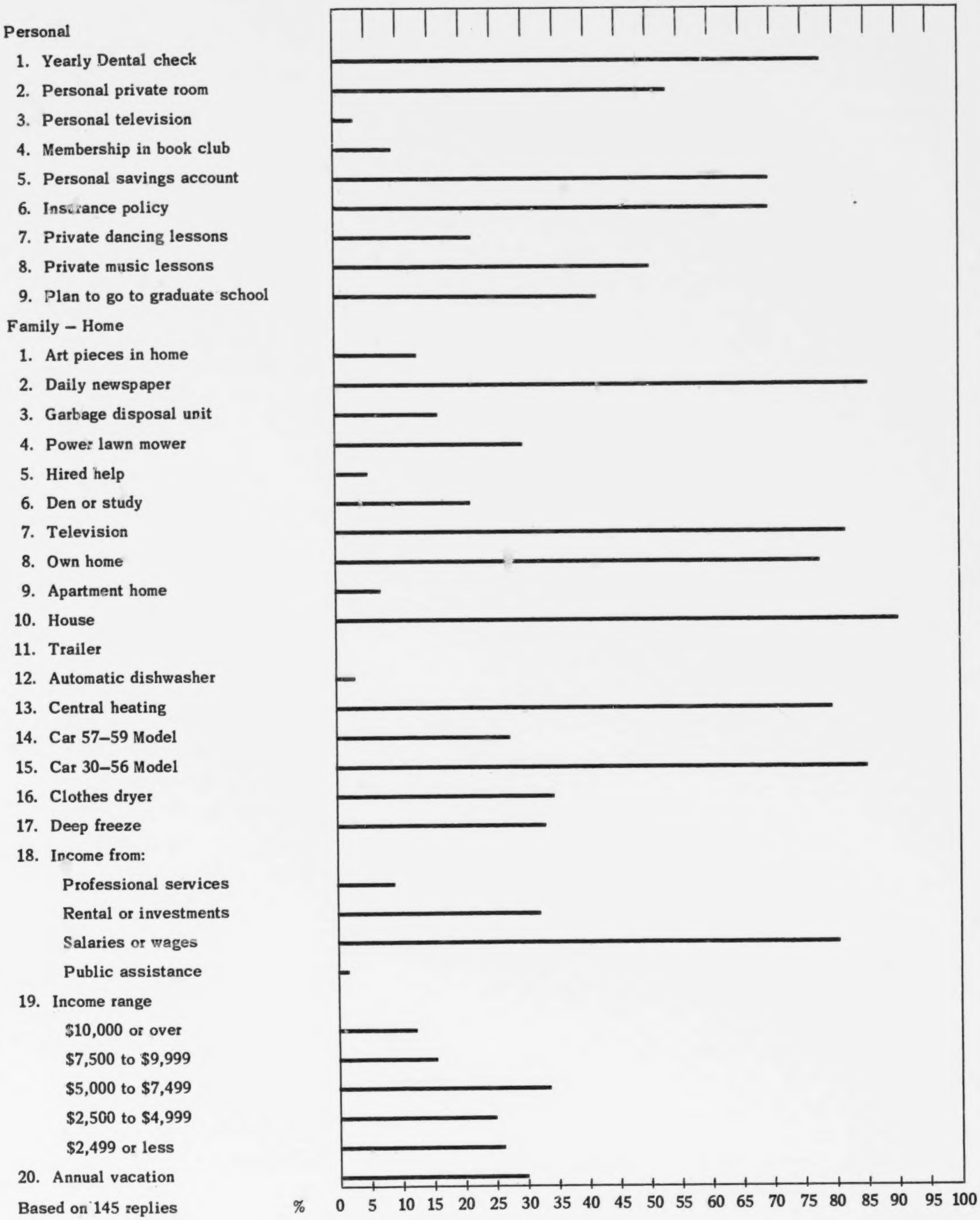
1966-1970

1. Increased enrollment
2. Completion of field of concentration in third foreign language
3. Completion of third text in social science; beginning of fourth and last of the projected series

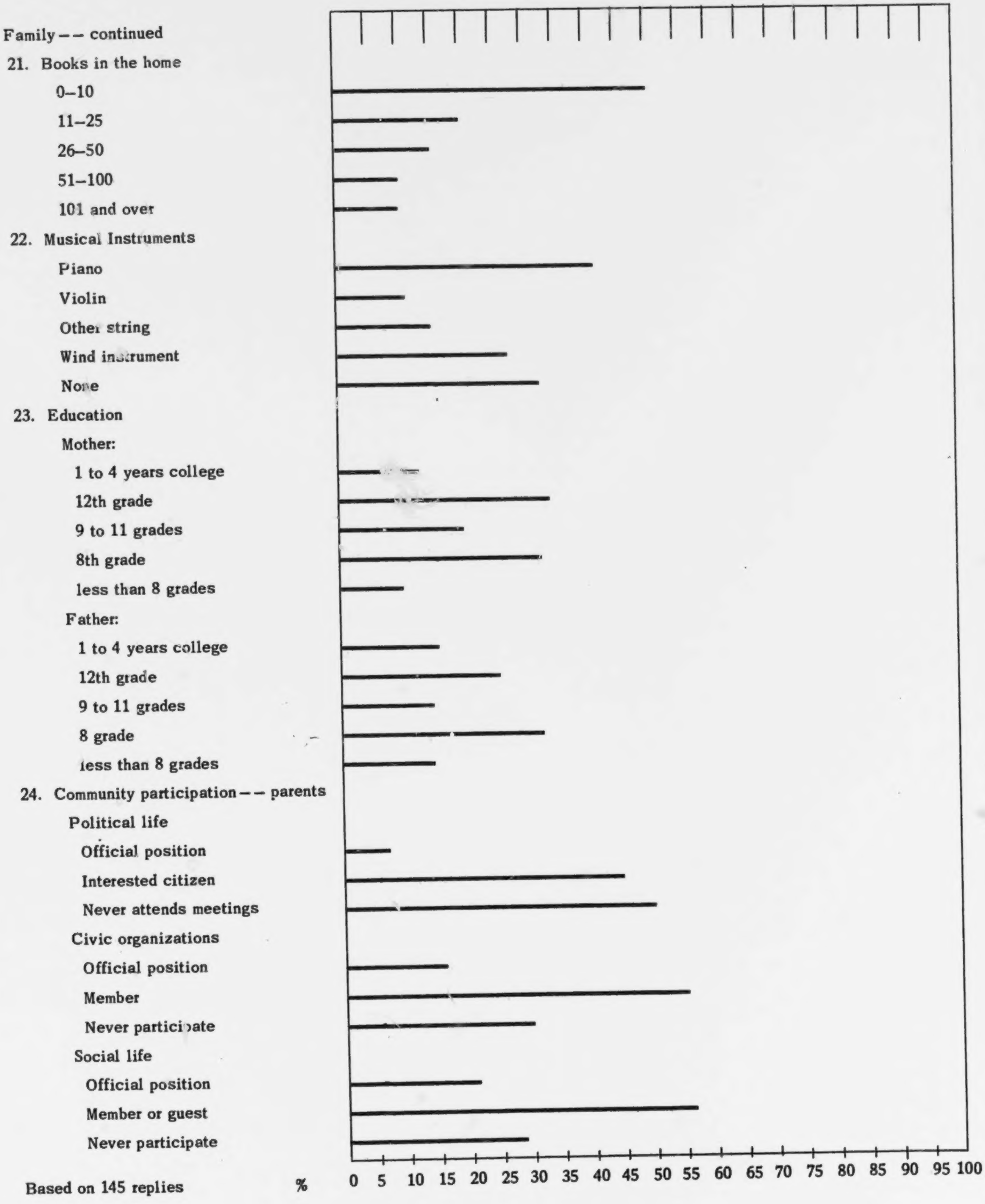
Projections beyond 1970 include the building of a science building, a fine arts building, a chapel, and a separate house for the Sisters on the faculty. Since it is difficult to be realistic about the exact years for these additions, it is suggested that the order in which they are named seems to reflect needs as they are envisioned at present.

APPENDIX

SOCIO ECONOMIC INVENTORY – April, 1959 (145 replies)



SOCIO ECONOMIC INVENTORY – April, 1959 (145 replies)



1960 Student Employment Questionnaire -- Composite Tabulation

	SENIORS (19)	JUNIORS (17)	SOPHOMORES (33)	FRESHMEN (38)	TOTALS (107)
Marital Status					
Married	7	4	3	2	16
Single	12	13	30	36	91
Number of Dependents (1)	4	5	8	5	22
(2)	2	0	0	2	4
(3)	4	1	0	0	5
(4)	1	1	0	0	2
(7)	0	0	1	0	1
Employment Status					
Not employed	3	5	9	16	33
Full-time Employment	6	2	3	4	15
Part-time Employment	10	10	21	18	59
30-35 Hours	2	2	3	2	9
20-29 Hours	3	4	12	6	25
10-19 Hours	3	1	2	8	14
1-9 Hours	2	3	4	2	11
Summer Vacation Work	18	12	30	35	95
Full-time Work	15	10	24	25	74
Part-time Work	3	2	6	10	21
Reasons for Working					
To support family	8	2	3	2	15
To pay college expenses	11	11	29	20	71
To secure desirables	3	2	7	6	18
To secure necessities	6	4	18	9	37
To support myself	3	5	11	10	29
Effect of Employment on Schol. Stdg.					
Maintained usual grades	7	5	13	5	30
Grades dropped	6	1	5	4	16
Sacrificed to maintain grades	3	1	7	3	14
Had to drop course	2	0	0	2	4
Had to decrease working hours	2	1	3	4	10
Careful budgeting necessary	9	7	11	11	38
Effect on Social Life					
Continued social activities	3	5	3	7	18
Limited to some extent	9	6	13	9	37
Limited to great extent	3	2	10	8	23
No time for social life	1	0	3	1	5
Summer School Courses					
Credits (2)	0	0	1	0	1
(3)	2	0	1	1	4
(4)	1	0	1	2	4
(5)	4	0	0	0	4
(6)	3	5	0	0	8
(7)	0	0	0	1	1
(9)	1	0	0	0	1

Why Alumni Chose Dominican College
(Alumni Study 4)

Small School	xxxxxxxxxxxxxxxxx
Catholic School	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Low Tuition	xxxxxxxxxxxxxxxx
Near Home	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Personal Interest of Faculty	xxxxxxxxxxx
Small Classes	xxxxxxxxx
Wider Opportunities For Leadership	xx
Financial Aid	xxxx
Other	xxxxxxxxxxx
	0% 10% 20% 30% 40% 50% 60%

Degree Dominican College Helped Alumni

(Alumni Study 11)

To Develop a Sense of Values	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx +++++++++++++ oo
To Develop Intellectually	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx +++++++++++ o
To Read Critically	xxxxxxxxxxxxxxxxxxxxxx ++++++++++++++++++ oo
To Think Logically	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx +++++++++++++ oo
To Accept Responsibility	xxxxxxxxxxxxxxxxxxxxxxxxxxxx +++++++++++++++ oo
To Become Emotionally Mature	xxxxxxxxxxxxxxxxxxxxxxxxx ++++++++++++++++++ oooo
To Be Professionally Prepared	xxxxxxxxxxxxxxxxxxxxxxxxxxxxx ++++++++++++++ oo
To Grow Aesthetically	xxxxxxxxxxxxxxxxxxxxxxxxx ++++++++++++++ o
To Prepare For Community Living	xxxxxxxxxxxxxxxxxxxx ++++++++++++++++++++ oooo
To Be a Better Person	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx ++++++++++ o
To Develop Initiative	xxxxxxxxxxxxxxxxxxxxxxxx +++++++++++++++ oooo
To Develop Respect For Authority	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx ++++++++++++++++ o
	0% 10% 20% 30% 40% 50% 60% 70%

Greatly x
Moderately +
Hardly at all o

Status of Alumni in 1958 -- Based on 146 Replies

(Alumni Study 10)

Occupation	Non-Graduates	Graduates
Homemaking and Teaching	2	2
Teaching	36	60
Office Work	9	1
Housewife and Mother	14	4
Nursing	1	
Contractor	1	
Business	1	
Military Service	2	
College	1	
Copywriter	1	
Pharmacist	1	
Optometrist	1	
Engineer	1	
Clerk	1	
Salesman	1	
Doctor of Medicine	1	
Doctor of Dentistry	1	
Medical Technician	1	1
Factory Worker	1	
Social Worker	1	

Influence of Courses as Reported by Alumni

(Alumni Study 6)

```
Theology              xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
                      ++++++++++++++
                      oo

Philosophy            xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
                      ++++++++++++++
                      o

Music                 xxxxxxxxxxxxxxxxxxxxxxxxx
                      ++++++++++++
                      oooooooooo

Art                   xxxxxxxxxxxxxxxx
                      ++++++++++++++
                      ooooooooooo

Languages             xxxxxxxxxxxxxxxxxx
                      ++++++++++++++++++
                      ooooooooooo

History               xxxxxxxxxxxxxxxxxxxxx
                      ++++++++++++++++++++
                      oooooooooooo

English               xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
                      ++++++++++++++++++++++++++
                      ooooooooooo

Education             xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
                      +++++++++++
                      ooooo

Mathematics           xxxxxxxxxxxxxx
                      +++++++++++++++++++
                      ooooooooooooo

Physical Science      xxxxxxxxxxxxxxx
                      +++++++++++++++
                      ooooooooooo

Social Science        xxxxxxxxxxxxxxxxx
                      ++++++++++++++++++
                      o


                      0%     10%     20%     30%     40%     50%     60%
Great Influence x
Some Influence +
Hardly any Influence o
```

Professional Preparation of Full-Time Faculty

Name	Highest Degree: Where Obtained	Graduate Credit Hours	Graduate Studies: Where Made	Special Field	Field Now Teaching
Sister Ada Marie	M.S. Marquette U.	41	Marquette U. St. Xavier College, Chicago	Mathematics	Mathematics Chemistry
Sister M. Anne	M. Ed. College of St. Thomas, St. Paul	41	College of St. Thomas, St. Paul, Marquette	Education	Education
Sister M. Ann Joachim	Ph.D. St. Louis U.	91	St. Louis U.	Chemistry	Chemistry
Sister M. Cecile	B.A. College of St. Catherine	20	U. of Notre Dame St. Mary's College Winona, Minn.	Biology	Biology
Sister M. Cecilia	M.Mus. U. of Wisconsin	34	U. of Wisconsin	Music	Music
Sister M. Celeste	B.S. Wayne U. B.A. Rosary College	33	Creighton U.	English	English
Sister M. Christopher	M.Ed. Loyola U.	27	Loyola U.	Education	Education
Sister M. Denise	M.Mus. American Conservatory of Music	30	American Conservatory of Music	Music	Music
Sister M. Elaine	M.A. U. of Notre Dame	35	U. of Wisconsin U. of Notre Dame Marquette U.	English	English
Mr. Reinhardt J. Feucht	M.B.A. Marquette U.	30	Marquette U.	Business Ad.	Business Ad.
Sister M. Gabriel	M.A. Catholic U. of America	38	Catholic U. of America St. Louis U.	Sociology	History

Professional Preparation of Full-Time Faculty

Name	Highest Degree: Where Obtained	Graduate Credit Hours	Graduate Studies: Where Made	Special Field	Field Now Teaching
Rev. Fr. C. H. Geraets	Licentiate of Sacred Theology Licentiate of Philosophy College of St. Thomas, River Forest, Ill.	130	St. Rose Priory, Dubuque, Iowa College of St. Thomas, River Forest, Ill.	Theology Philosophy	Theology Philosophy
Rev. Fr. M. Hynous	Ph.B., Ph.L. College of St. Thomas, River Forest, Ill.	77	College of St. Thomas, River Forest, Ill.	Theology Philosophy	Thology Philosophy
Sister M. Helen	M.A. U. of Chicago Graduate Library School	26	U. of Chicago	Library Science	--
Sister M. Josepha	M.A. U. of Detroit	42	U. of Notre Dame U. of Detroit Marquette U.	Education German	German
Sister M. Madonna	B.A. Mount Mary College	32	U. of Notre Dame Mount Mary College	Fine Arts	Fine Arts Art Education
Sister Marie Bertrand	Ph.D. Loyola U.	109	Marquette U. Loyola U. U. of Notre Dame	German Classical Lang.	English Classical Civ. Latin
Sister Mary Anthony	M.A. Western Reserve U.	40	Western Reserve U. Laval U., Quebec Purdue U.	French	French Logic
Sister Mary Catherine	M.A. U. of Detroit	44	U. of Detroit U. of Notre Dame Marquette U. U. of America	Guidance English	English
Sister Mary Hortense	M.A. Marquette U.	41	Marquette U. Catholic U. St. Louis U.	History	Social Sciences History

Professional Preparation of Full-Time Faculty

Name	Highest Degree: Where Obtained	Graduate Credit Hours	Graduate Studies: Where Made	Special Field	Field Now Teaching
Sister M. Monica	M.F.A. U. of Notre Dame	36	U. of Notre Dame	Fine Arts	Fine Arts
Sister M. Pierre	M.Ed. Marquette U.	81	Marquette U.	Speech Pathology	Speech Pathology
Sister M. Regina	Ph.D. Loyola U.	78	Loyola U.	English	English
Rev. Fr. D. Roach	B.B.A. Tulane U. Ph.B. College of St. Thomas, River Forest, Ill.	88	Tulane U. College of St. Thomas, River Rorest, Ill. Loyola U.	Economics Theology Philosophy	Business Ad. Philosophy
Sister M. Rosaria	M.A. Western Reserve U.	30	Western Reserve U.	Spanish	Spanish
Sister M. Rose Albert	Ph.D. St. Louis U.	85	College of St. Thomas, St. Paul St. Louis U.	Education	Education
Sister M. Rosita	M.A. Catholic U.	34	Catholic U.	English	--
Sister M. Samuel	Ph.D. Loyola U.	78	Catholic U. Loyola U. Marquette U.	History	History
Sister M. Seraphica	M.Mus.	31	De Paul U.	Music (Voice)	Music
Rev. Fr. T. D. Sheehan	Ph.D. College of St. Thomas, River Forest, Ill.	136	College of St. Thomas, River Forest, Ill.	Theology Philosophy	Theology Philosophy
Sister M. Theodore	M.Ed. Marquette U.	34	Marquette U.	Education	Education
Sister Walter Reginald	Ph.D. U. of Wisconsin	110	Boston College U. of Michigan U. of Wisconsin	Mathematics History of Science	Mathematics

MEMBERSHIP IN LEARNED OR PROFESSIONAL SOCIETIES

1961 – 1962

SOCIETY	MEMBERS	OFFICE OR COMMITTEE
Academy of Political and Social Science	1	
American Alumni Council	1	
American Association for the Advancement of Science	1	
American Association of Collegiate Registrars	1	
American Association of Slavic and Eastern European Languages	1	
American Association of Teachers of French	1	
American Association of Teachers of German	1	Secretary of Wisconsin Chapter
American Association of Teachers of Spanish and Portuguese	1	
American Association of University Professors	1	
American Bilingual Association	1	
American Catholic Historical Association	1	
American Catholic Sociological Society	1	
American Catholic Philosophical Association	1	
American Chemical Society	1	
American Historical Association	1	
American Library Association	1	
American Personnel and Guidance Association	1	
American Speech and Hearing Association	1	
American Theological Association	1	
American Translators Association	1	
Art in America	1	
Association for higher Education	1	
Association for Student Teaching	2	
Association of Midwest College Biology Teachers	1	
Beta Alpha Psi	1	
Beta Phi Mu	1	
Catholic Anthropological Conference	1	
Catholic Art Association	1	
Catholic Economic Association	1	
Catholic Library Association	1	
Catholic Renascence Society	1	
Central Association of Science and Mathematics Teachers	1	
Central States Modern Language Teachers Association	1	

MEMBERSHIP IN LEARNED OR PROFESSIONAL SOCIETIES

1961 – 1962

SOCIETY	MEMBERS	OFFICE OR COMMITTEE
History of Science Society	1	
International Reading Association	1	
Kappa Delta Pi	1	
Mathematical Association of America	1	
Modern Language Association	5	
Music Educators National Conference	1	
Music Teachers National Association	1	
National Art Education Association	1	
National Association of Accountants	1	
National Association of School of Music	1	
National Association for Student Teaching	3	
National Association of College Stores	1	
National Association of Secondary School Principals	1	
National Association of Teachers of Singing	1	
National Catholic Educational Association	1	
National Catholic Music Educators Association	3	President, Milwaukee unit
National Council of Teachers of English	3	
National Council of Teachers of Mathematics	1	
National Society for the Study of Education	1	
Pi Delta Phi	1	
Racine Dominican Education Association	32	
Society of Catholic College Teachers of Sacred Doctrine	2	
Wisconsin Academy of Sciences, Arts and Letters	1	
Wisconsin Library Association	1	
Wisconsin Reading Association	1	
Wisconsin School Music Association	1	
Wisconsin Speech Association	1	
Wisconsin Unit of Catholic Library Association	1	Chairman, College Unit

Publications by Dominican College Faculty

1. Journal Articles, Translations, and Book Reviews

Sister M. Barbara, O. P.
"Procurement Manual"
Accepted for publication by the College Business Management Institute, February 1959.

Sister M. Celeste, O. P.
"Introducing Children to Appreciation of Literature," *Catholic Educator*, November 1954, January and February 1955.

Member of book reviewing staff, Thomas More Book Association, Chicago; eight to ten books per year reviewed.

Educational advisor, *Britannica Junior*, 1950-1953.

Sister M. Gabriel, O. P.
"The Teaching of History in the Eighth Grade," *Dominican Education Bulletin*, Spring 1960.

Sister M. Helen, O. P.
"Opportunity in Librarianship for the Handicapped," *Wilson Library Bulletin*, January 1958. (5,000 reprints distributed by the President's Committee on Employment of the Physically Handicapped)

Sister Mary Anthony, O. P.
Manuscripts translated from the French:

"Religious Obedience," *Cross and Crown*, March 1953.

"The Evangelical Counsels," *Cross and Crown*, March and June 1954.

"The Mystery of Disease in the Divine Plan of Redemption," *Cross and Crown*, March 1955.

"The Spirit of Love," *Cross and Crown*, December 1955.

"The Legion of Mary and Beauraing," *The Marianist*, November 1959.

"The Jews in the Christian Catechism," research translation of a 16-page brochure for the American Jewish Committee, 1960.

Index of Papal pronouncements from *Les Etats de Perfection*, by Abbe Gaston Courtois, accepted for publication by the *Sister Formation Bulletin*, Summer 1960.

"Le Monde Bilingue," original French article for *Potin*, Laval University campus monthly, July 1957.

Sister M. Pierre, O. P.

"Make Your Mike Pattern Fit," *Catholic School Journal*, May 1950.

"Audio-Visuals in Language Rehabilitation," *Catholic School Journal*, May 1959.

The Reverend Thomas D. Sheehan, O. P.

"A Thomistic Analysis of the Appreciation of Beauty," *Newsletter*, Catholic Art Association, February 1957.

"Blessed James of Ulm," *Dominican Bulletin*, 1955.

"Blessed Simon Ballachi," *Dominican Bulletin*, Summer 1957.

2. *Books and Monographs*

Sister Mary Hortense, O. P.

The Life and Work of Mother Benedicta Bauer, O. P., Bruce Publishing Company, Milwaukee, 1937.

Mother Benedicta's Daughters: A Mosaic in Black and White, to be published by Bruce Publishing Company, Milwaukee, 1962.

Sister M. Rosaria, O. P.

Translations from the Spanish:

The Heart of Mary in the Mysteries of the Rosary, Luis Pujol, translated in 1957.

The Mystical Body of Christ, by Emilio Saura (a section of 205 pages) translated in 1956.

The Reverend C. H. Geraets, O. P.
The Reverend Daniel Roach, O. P.

Social Ethics, an experimental textbook, 1960.

"Social Science and Theology," a chapter in *Theology in the Catholic College*, edited by Reginald Masterson, O. P., Priory Press, Dubuque, Iowa, 1961.

3. Unpublished Doctoral Dissertations and Master's Theses

Doctoral Dissertations

The Reverend T. D. Sheehan, O. P.
Morality of the Restrictive Covenant, St. Thomas College, River Forest, Ill., 1950.

Sister Marie Bertrand, O. P.
Study of the Sequences Ascribed to Adam of St. Victor, Loyola University, Chicago, 1954.

Sister M. Samuel, O. P.
The Human Rights Commission of the United Nations and the Relation of the United States to It, Loyola University, Chicago, 1957.

Sister Walter Reginald, O. P.
Epistola de Proportione et Proportionalitate of Ametus Filius Josephi, University of Wisconsin, Madison, 1961.

Sister M. Regina, O. P.
Richard Hurrell Froude, Loyola University, Chicago, 1961.

Sister M. Ann Joachim, O. P.
A Kinetic Study of the Acid-Catalyzed Dehydration of Some m- and p-Substituted Tetraphenylethanols, St. Louis University, 1961.

Sister M. Rose Albert, O. P.
The Potential in Religion Textbooks for Developing a Realistic Self-Concept: A Content Analysis, St. Louis University, 1961.

Master's Theses

Sister Ada Marie, O. P.
Hyperbolic Functions and Their Applications (for M. S.) Marquette University, Milwaukee, 1942.

Sister M. Anne, O. P.
An Approach of the Elementary Teacher to the Problem of Speech Improvement in the Classroom (for M. Ed.) St. Thomas College, St. Paul, Minn., 1959.

Sister M. Cecilia, O. P.
Three Pioneers in American Composition: Edward McDowell, John Knowles Paine, Horatio Parker (for M. Mus.) University of Wisconsin, Madison, 1951.

Sister M. Denise, O. P.
Music Supervision (for M. Mus.) American Conservatory of Music, Chicago, 1957.

Sister M. Elaine, O. P.
In Memoriam, The Greatest of English Elegies (for M. A.)
University of Notre Dame, Notre Dame, Indiana, 1930.

Mr. Reinhardt J. Feucht
Accounting Reports to Management (for M. B. A.) Marquette
University, Milwaukee, 1959.

Sister M. Gabriel, O. P.
A Study of the Attitudes of Catholic Parochial School Children Toward the Mexican-American in Ottawa, Illinois (for M. A.)
Catholic University of America, Washington, D. C., 1955.

Sister M. Helen, O. P.
Reviews of Novels in Four Catholic Periodicals (for M. A.)
University of Chicago, 1959.

Sister M. Josepha, O. P.
A Bank Correspondence Manual (for M. A.) University of Detroit,
1954.

Sister Marie Bertrand, O. P.
Gertrud von Le Fort: Survey of Her Works from 1924 to 1938
(for M. A.) Marquette University, Milwaukee, 1945.

Sister Mary Catherine, O. P.
The Poetry of Michael Field (for M. A.) University of Detroit, 1945.

Sister Mary Hortense, O. P.
The Genesis and Early History of the Congregation of Saint Catherine of Siena, Racine, Wisconsin (for M. A.) Marquette
University, Milwaukee, 1936.

Sister M. Pierre, O. P.
Emotional Disorders in the Adolescent and the Effects Upon Speech
(for M. Ed.) Marquette University, Milwaukee, 1959.

Sister M. Rose Albert, O. P.
Guidance of the Adolescent Girl Aspiring to Religious Life
(for M. Ed.) St. Thomas College, St. Paul, Minn., 1958.

Sister M. Rosita, O. P.
Hawthorne's Attitude toward England and Things English in the Marble Faun and the Four Fragments Written after His Sojourn in England (for M. A.) Catholic University of America,
Washington, D. C., 1945.

Sister M. Samuel, O. P.
Civil War Diary of Brother Dutton, a transcription with notes (for M. A.) Catholic University of America, Washington, D. C., 1953.

Sister M. Theodore, O. P.
A Study of Parochial Elementary School Report Cards (for M. Ed.) Marquette University, Milwaukee, 1940.

Sister Walter Reginald, O. P.
The Theory and Application of LaGrange's Method of Undetermined Multipliers (for M. A.) Boston College, 1946.

Program Participation of Faculty Members

Sister M. Anne, O. P.
Delivered a talk on "Speech Defects" to St. Rose Home and School Association, Racine, February 11, 1959.

Sister M. Barbara, O. P.
Panelist on "Fringe Benefits" at a meeting of the Central Catholic College Association, Marian College, Indianapolis, April 10, 1961.

Sister M. Cecile, O. P.
Acted as judge for science fairs at St. Joseph High School, Kenosha, and the Mary Bradford High School, Kenosha, March 14 and 19, 1961; also acted as science fair judge in Kenosha the previous year.

Sister M. Celeste, O. P.
Spoke on the topic "Draper Hall, Historic Landmark" at the 91st annual meeting of the Wisconsin Academy of Sciences, Arts and Letters, Carroll College, Waukesha, Wisconsin, May 6, 1961.

Chairman of the Racine Dominican Educational Association self-improvement program: Four meetings for the review of literary classics, Winter 1960.

Sister M. Christopher, O. P.
Spoke on "Teaching as a Career" to seniors at St. Mary's High School, Burlington, Wisconsin, March 14, 1961.

Spoke on "Reading Readiness and the Home" to Sacred Heart Home and School Association, Racine, January 1957.

Sister M. Denise, O. P.

Regional co-chairman of College Co-ordinating Committee of the Wisconsin School Music Association, 1957-1959.

President of the Milwaukee Unit of the National Catholic Music Association, 1957-1961. In charge of local arrangements for national convention in Milwaukee, May 8-13, 1961.

Diocesan President of the National Catholic Music Education Association, 1959-1960.

Chairman of the Milwaukee Region, Wisconsin School Music Education Association, 1958-1961.

General Chairman of the Music Institute for the Archdiocese of Milwaukee, October 1959.

Co-Chairman of the first Music Festival of Elementary Parochial Schools of the Archdiocese of Milwaukee, Racine, April 1958.

Talked on music education and music appreciation to various groups.

Sister M. Elaine, O. P.

Spoke on the topic "The Catholic Philosophy of Business Education," at a meeting of Secretaries Incorporated, St. Catherine's High School, Racine, February 17, 1961.

Sister M. Gabriel, O. P.

Spoke on "Understanding the Adolescent Boy" to Parent Teachers Association, Burlington, Wisconsin, April 1960.

Spoke on "Teaching Social Studies in the Grade School" to the faculty of St. Patrick School, Racine, September 1960.

The Reverend C. H. Geraets, O. P.

Keynote speaker of the annual Wisconsin Regional Congress of the National Federation of Catholic College Students, Racine, March 19, 1959. Topic: "Life with God."

Address on "Pluralism in the American Society" at the annual meeting of the Wisconsin Regional Congress of the National Federation of Catholic College Students, Mount Mary College, Milwaukee, April 15, 1961.

Keynote address: "Self-Improvement for a Better Apostolate," Racine Dominican Educational Association, Racine-Milwaukee Section, Racine, October 10, 1959.

Delivered series of 12 lectures on "Metaphysics" to Milwaukee Thomist group, 1960-1961.

Spoke on "Pluralism in the American Society" to Third Order Dominicans, Milwaukee, January 31, 1961.

Gave various talks, retreats, and days of recollection to local groups.

Sister M. Helen, O. P.

Secretary and chairman-elect of the college section of the Wisconsin unit of the Catholic Library Association, 1958-1959.

Chairman of the college section of the Wisconsin unit of the Catholic Library Association, 1960-1961.

Member of the city-wide planning committee for National Library Week in Racine, 1959-1961.

Sister M. Josepha, O. P.

Secretary of the Wisconsin chapter of the American Association of Teachers of German, 1959-1961.

Host to the Wisconsin chapter of the American Association of Teachers of German at Dominican College, February 11, 1961.

Recorder at Family Life Workshop sponsored by Racine Mental Health Association, 1959.

Discussion leader at the Workshop on the Adolescent and the Community, Racine Mental Health Association, 1960.

Spoke on "Reaching the Mind and Heart of the Adolescent" at home and school association groups in Racine and Kenosha.

Sister Marie Bertrand, O. P.

Panelist: Dominicanism. Racine Dominican Educational Association meeting, October 10, 1960.

Member of Racine Dominican Educational Association Speakers' Bureau; nine lectures in Racine and five in other Wisconsin cities, 1959-1960.

Sister Mary Anthony, O. P.

One of two local judges for the National French High School Contest sponsored by the American Association of Teachers of French, 1957.

Founder of the Racine Inter-Town Relations Committee of the World Bilingual Association, April 1957.

Corresponding secretary of the Racine-Montelimar Town-Twinning Committee, 1957-1961.

Member of the Mayor's Planning Committee for U.N. day; served on Church and School Committees, 1960.

Consultant for French course for a local Girl Scout troup.

Sister Mary Hortense, O.P.

Addressed the Racine County Historical Society on "Early German and Irish Immigration to Racine and the Contributions of the Dominican Sisters to these Nationalities and to the Community of Racine," November 11, 1959.

Spoke on "Films for Class Use" to Grand Rapids, Michigan, diocesan meeting in 1960.

Spoke on various topics to parish societies and other local organizations.

Sister M. Monica, O.P.

Acted as judge for an art contest held at Marquette University in April of 1961.

Sister M. Pierre, O.P.

Panelist at the seventh annual Wisconsin Day Care Workshop, held in Milwaukee, October 21-22, 1960.

Spoke on "The Role of the Nurse in Speech Correction" to the Racine Nurses' Association, St. Mary's Hospital, November 1959.

Spoke on "The Work of Dominican College Speech Therapy Clinic" at the Cerebral Palsy Parents' Group, Wadewitz School, Racine, April 4, 1960.

Spoke on "Contrast of Work with Mentally Retarded Trainables in the U.S. and Europe," at the monthly meeting of the Racine County Association for Retarded Children, held at the Wadewitz School, March 21, 1961.

Spoke on various topics to home and school groups, and other local organizations.

The Reverend Daniel Roach, O.P.

Spoke on "Pluralism in American Society" to the Wisconsin Regional Congress of the National Federation of Catholic College Students, Cardinal Stritch College, Milwaukee, February 19, 1961.

Sister M. Rose Albert, O.P.

Spoke on "Intergroup Aspects of Religion Textbooks," at a meeting of Catholic School Superintendents of the U. S., St. Louis University Educational Institute, November 21, 1959.

Sister M. Rosita, O. P.

Acted as secretary and reporter at a meeting of the Committee on Junior Colleges for the Wisconsin Association of Presidents and Deans of Liberal Arts Colleges, January 14, 1959, Marquette Memorial Union, Milwaukee, January 14, 1959.

Spoke to parish groups, home and school associations, and business groups on the work of the liberal arts college.

Member of the Racine Dominican Educational Association Speakers' Bureau.

Sister M. Samuel, O. P.

Co-Panelist: United Nations Day broadcast, Station WRJN, Racine, October 24, 1960.

Member of U. N. Speakers' Bureau in Racine.

Gave talks to local groups on the college student and his preparation.

The Reverend T. D. Sheehan, O. P.

Delivered Thomist lecture series for the Kenosha Thomist group, 1957-1958; and for the Racine Thomist group, 1959-1960.

Sister M. Theodore, O. P.

Spoke on "Toward Understanding the Elementary School Report Card" at meetings of home and school associations in Racine and eight other Wisconsin cities.

Sister Walter Reginald, O. P.

Spoke on "An Introduction to Modern Algebra," at the annual meeting of the Milwaukee Archdiocesan Science and Mathematics Teachers Association, Mercy High School, Milwaukee, February 11, 1961.

Faculty Self-Survey: Questionnaire, May 10, 1959

- I. Preparation of the teacher
  - A. Degree
  - B. Experience
  - C. Preparation in field of teaching
  - D. Reading background
- II. Present status of teacher
  - A. Religion - Importance to himself as a man and as a teacher
  - B. Philosophy
    - 1. Preparation
    - 2. Commitment
    - 3. Awareness and critical evaluation of new contributions as they relate to his own life and to his work
  - C. Membership in learned societies
  - D. Membership in honor fraternities
  - E. Participation at meetings
  - F. Attendance at meetings
  - G. Publications
  - H. Reading pattern
  - I. Acceptance and discharge of responsibilities to faculty and students
  - J. Acceptance and discharge of social responsibilities
  - K. Awareness of rights and duties of his position
- III. Who is the student I teach
  - A. Data from clientele study

    Special data on
    - 1. Outstanding students
    - 2. Weak students
  - B. Provision for better-than-average, or slower-than-average
- IV. What I teach
  - A. Courses and their relation
    - 1. To the objectives of the department
    - 2. To the objectives of the school
    - 3. To the needs of the students
  - B. Courses and
    - 1. How they got into the curriculum
    - 2. How they relate to the rest of the curriculum
- V. How I teach
  - A. Preparation for class
    - 1. General outline of course
    - 2. Immediate preparation
  - B. Presentation of material
    - 1. Method
    - 2. Assignments
      - a. Require use of library
      - b. Strengthen grasp of material presented in class
      - c. Place stress on creativity

- C. Examinations
    - 1. Types
    - 2. Frequency
    - 3. Evaluation
        - a. Of the student as the test reveals him
        - b. Of the work covered
        - c. Of the testing procedure itself
- D. Grades
- E. Records

VI. Where I teach

Environment
- A. Physical
- B. Intellectual

VII. Why I teach

Objectives or aims
- A. Relation to objectives of the department
- B. Relation to the objectives of the school
- C. Relation to the students
- D. Relation to the final aim of life

VIII. What helps I get -- or give
- A. Orientation
- B. Library
- C. Buildings and materials
- D. Secretarial help
- E. Stimulus for growth
- F. Financial security
- G. Time for study or writing

IX. Contributions other than teaching
- A. Supervision of extra-curricular activities
    - Evaluation of each
- B. Research, writing, speaking engagements
- C. Counseling
- D. Work on faculty committees

X. For Officers of Administration and Heads of Departments

Acceptance of responsibilities and discharge of duties
Check with lists as prepared for handbook

XI. For supervisors of elementary and secondary education
- A. Problems
- B. Adequacies or inadequacies of student teaching

XII. Total contribution to College

SUMMARY

The summary is the only part of this survey which each one is asked to turn in to the chairmen of the steering committee. In it you are asked to stress strengths and weaknesses, and only to advert to adequacies. Specific allusions will be important. Also, please make as realistic a recommendation as you can for every area in which you find it possible and necessary.

Student Rating of Faculty: Questionnaire

Answering these questions is entirely optional. Do not sign your name.

Year at college ______________________________
Required or elective course ____________________
Grade point average of first semester ___________

I. Yes No Sometimes

Is the Instructor interested in the achievement of each student?
Does the Instructor have a helpful attitude in learning difficulties?
Does the Instructor try to make each student a part of the class?
Does the Instructor show favoritism toward students?
Does the Instructor invite individual conferences when needed?
Is the Instructor fair in marking and evaluating work?
Is the Instructor open to new ideas relevant to course?
Is the Instructor willing to discuss pros and cons of questions pertinent to the course?
Does the Instructor have a sense of humor?
Does the Instructor show self-reliance in solving class problems?
Does the Instructor admit his own mistakes?
Does the Instructor stimulate to intellectual curiosity?
Does cheating occur?
Do you want to participate in class discussions?

II.

Does the Instructor have a broad command of his subject?
Is the Instructor interested in his subject?
Does the presentation show: organization
knowledge of current trends
adaptation to group?
Is too much outside work required?
Is too little outside work required?
Are exams given too frequently?
Are exams given too seldom?
Do exams adequately test the knowledge given in the course?
Are exams made available for re-checking?
Are assignments clear and definite?
Are assignments given far enough in advance?
Are assignments challenging?
Are assignments called for when given?
Does the Instructor return written assignments promptly?

Suggested Criteria for Grades

For a grade of A

1. Complete factual knowledge of subject matter.
2. Thorough understanding of the significance of the facts.
3. In a written paper or an oral report the selection of a task that is worthwhile and that can be handled well within the limits of the assignment.
4. Execution of the written paper or delivery of the oral reports in such a way that it leaves no doubt of mastery of the material handled.
5. Recognition of relationship of matter studied to the final goal of education.
6. Correct use of mechanics in oral and written work.
7. In discussions:
    a. Evidence of a firm grasp of facts demonstrated by sustained defense of them.
    b. Thoughtful contribution to the matter under discussion.

For a grade of B

1. Thorough factual knowledge of subject matter.
2. Evidence of understanding of the significance of the facts.
3. Good judgment in selecting worthwhile and possible tasks for oral and written work.
4. Performance in oral and written work that is distinctly above the average.
5. Correct use of mechanics in oral and written work.
6. Participation in discussion in such a way as will contribute to the purpose of the discussion.

For a grade of C

1. Evidence of possession of necessary factual knowledge.
2. Some understanding of significance of the facts.
3. Ability to select and execute tasks within his capacity in a satisfactory manner.
4. Satisfactory performance in use of mechanics in oral and written work.
5. Occasional worthwhile participation in discussion.

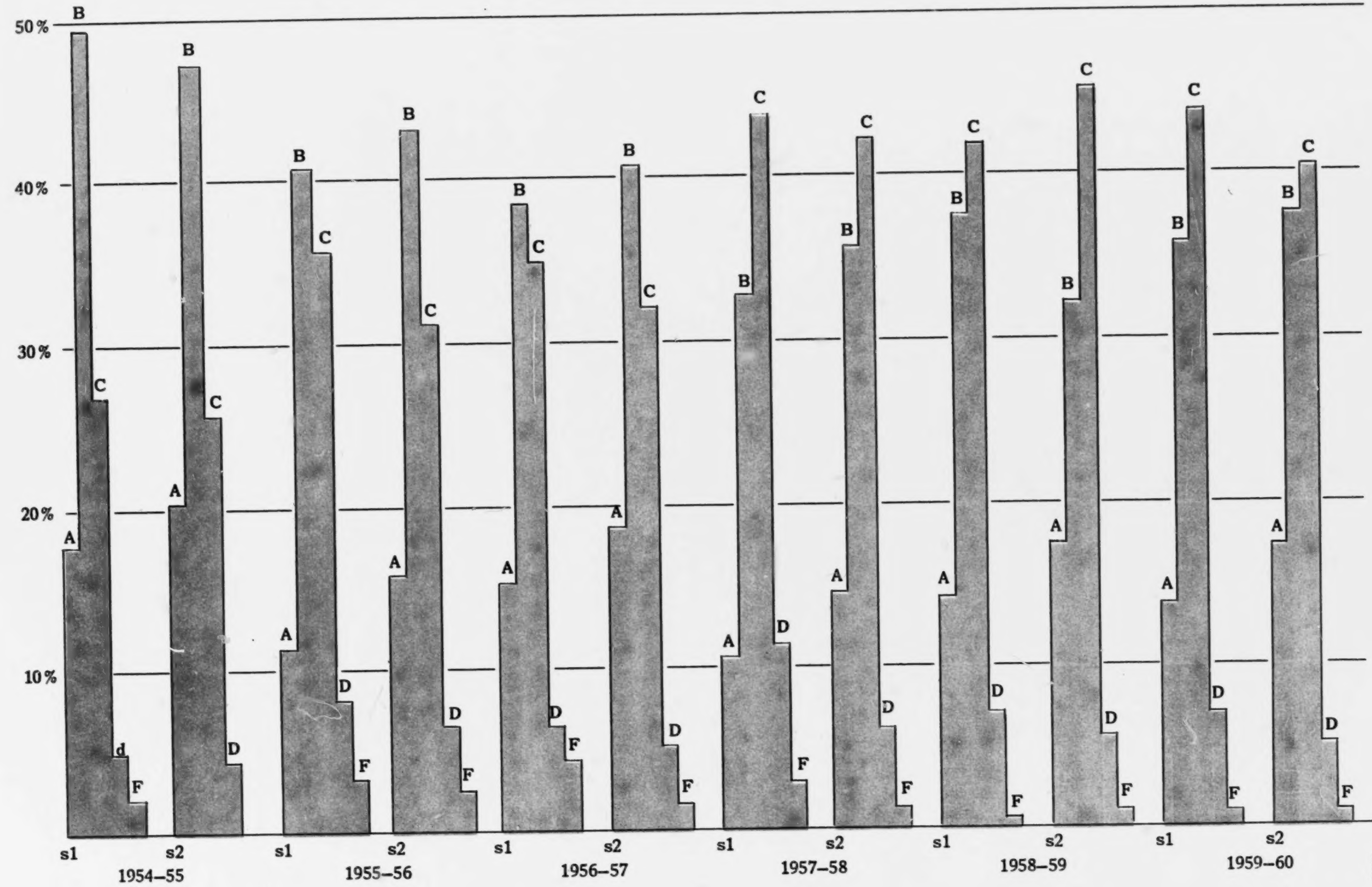
For a grade of D

1. Evidence of possession of necessary factual knowledge.
2. Minimum achievement in the choice and execution of tasks.
3. Fair performance in use of mechanics in oral and written work.
4. Little or no worthwhile participation in discussion.

For a grade of F

1. Factual knowledge below the level of minimum achievement.
2. Little or no understanding of significance of facts.
3. Unsatisfactory performance in written and oral work.
4. Little or no effective participation in discussion.

A STUDY OF THE VARIOUS GRADES (BY SEMESTERS) GIVEN OVER A PERIOD OF SIX YEARS



Subject Areas In Which Library Books Circulated, First Semester Only

Classification	1959-1960		1960-1961	
	No. Free Loans	Percentage	No. Free Loans	Percentage
Literature	724	24	737	23
Education	338	11.5	550	17
History	611	20.5	489	15
Science, Mathematics	327	11	321	10
Fine Arts	162	5.5	288	9
Sociology, Economics	163	5.5	254	8
Religion	162	5.5	176	5
Languages	206	7	127	4
Biography	200	7	126	4 *
Useful Arts, Business	80	3	83	2.5

* The first semester statistics in the Dewey 920 or Biography area need not be taken as representative of use of this section throughout the year. Only 126 biography books were circulated from September 1960 to the end of the semester. In the first 10 days of the second semester alone, 119 books were circulated from the 920's, due to the traditional freshman theme assignment on a "hero."

Summary of complete data, not charted above, 1958-1961:

A steady increase in free circulation over the past three years has been noted in the following subject areas: Literature, religion, fine arts, and useful arts. Literature has had the greatest circulation the first semester of the three past years, and history the second highest circulation except during 1960-1961, when loans in the education area were more numerous.

Book Allocations By Departments, Fall 1958 - Fall 1960

	1958-1959		1959-1960	1960-1961
	a) Original allocation	b) Actual expenditure made possible by additional \$2,000 [a]	Allocation	Allocation
Art	\$ 132	\$ 86 [b]	\$ 295	\$ 370
Business Ad., Economics	124	101	260	120 [c]
Education	125	375	234	240
English	308	680 [d]	396	420
Mathematics	106	20 [b]	231	210
Music	102	131	200	300 [e]
History	196	670 [f]	351	370
Languages	184	385	418	400
Science	155	304	315	250
Theology, Phil.	186	321	300	320

---

[a] Since an inventory check had revealed that Dominican College Library possessed fewer than 10,000 book titles, a budget adjustment of \$2,000 was approved in mid-year for the purchase of additional books.

[b] Art classes were not taught; the department chairman was on leave for study. The Mathematics Department chairman was also on leave for study.

[c] The Business Administration Department's appropriation was cut, after consideration of past expenditures and actual curriculum needs.

[d] The many useful items appearing on dealers' lists were requested by the English Department, taking advantage of the additional appropriation.

[e] A systematic attempt to give adequate library support to music courses previously not well represented in the library meant increased expenditure.

[f] Taking advantage of the additional appropriation, the History Department chairman used the Lamont Library list as basis for building the collection.

Student Questionnaire on Library Habits -- January 12, 1961

CLASS ____________ MAN ____________ WOMAN ____________

IF DECLARED, WHAT IS YOUR FIELD OF CONCENTRATION
(e.g., English, Education, Bus. Ad., No major, etc.) ____________

FULL-TIME STUDENT ____________

PART-TIME STUDENT ____________

PLACE OF RESIDENCE (City or town where you reside) ____________

---

1. How often do you use the Dominican College Library as a place for study and research?

   Daily ____
   Several times a week ____
   Once a week ____
   At least every two weeks ____
   Seldom ____
   Never ____

2. About how often do you come to the Dominican College Library to draw out books or periodicals?

   Daily ____
   Several times a week ____
   Once a week ____
   At least every two weeks ____
   Seldom ____
   Never ____

3. If you often use libraries other than the College Library, specify the library:

   Racine Public Library ____
   Kenosha Public Library ____
   Other ____

4. If you often use libraries other than the College Library, is it because:

   ____ They are more conveniently located near home or work
   ____ More books are available in the area of assigned reading
   ____ More books are available in the area of special interests
   ____ Longer loan on magazines than at College Library
   ____ More favorable study environment than at home (library used as place of study)

5. Have you a library or books at home (not textbooks) which are helpful in your college work?

Use of Student Stations in all Available Classrooms, Laboratories, etc.
First Semester, 1960-1961

Room	Per cent of periods that room is in use	Per cent of present student stations in use, based on periods that room is in use	Per cent of present student stations in use, based on maximum periods of use	Per cent of maximum use
150	38	38	14	8
151	8	21	2	2
152	0	0	0	0
154	16	50	8	8
155	34	53	18	13
157	24	71	17	17
163	8	13	1	1
250	28	63	22	16
252	30	74	22	17
254	44	68	30	27
255	30	22	7	5
256	24	49	12	12
257	22	43	10	10
258	34	69	23	21
259	16	78	13	11
261	26	55	14	14
263	32	71	24	19
300	30	54	16	14
302	32	53	17	15
309	8	37	3	3
311	20	50	10	8
313	16	64	10	10
353	26	28	7	5
Studio B	22	77	17	10
Studio D	16	63	10	10